



Model Curriculum

QP Name: Kitchen Helper

QP Code: THC/Q3303

QP Version: 2.0

NSQF Level: 2

Model Curriculum Version: 1.0

Table of Contents

Training Parameters	2
Program Overview	3
Training Outcomes	3
Compulsory Modules	3
Module 1: Introduction to the Restaurant and Kitchen Helper	5
Module 2: Sorting and Storage of Kitchen Supplies and Material	6
Module 3: Assist the Cook in the Cooking Activities	7
Module 4: Maintain Cleanliness in the Kitchen	9
Module 5: Maintain Effective Communication and Service Standard	10
Module 6: Organizational Confidentiality and Customer’s Privacy	11
Module 7: Basic Health and Safety Standard	12
Module 8: On-the-Job Training	13
Annexure	15
Trainer Requirements	15
Assessor Requirements	16
Assessment Strategy	17
References	19
Glossary	19
Acronyms and Abbreviations	20

Training Parameters

Sector	Tourism & Hospitality
Sub-Sector	Restaurant
Occupation	Roadside Eateries
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9412.0100
Minimum Educational Qualification and Experience	Basic Literacy
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31/08/2021
Next Review Date	31/08/2024
NSQC Approval Date	31/08/2021
QP Version	2.0
Model Curriculum Creation Date	31/08/2021
Model Curriculum Valid Up to Date	31/08/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	560 Hours, 0 Minutes
Maximum Duration of the Course	560 Hours, 0 Minutes

Cleanliness in the Kitchen					
THC/N9901 – Communicate Effectively and Maintain Service Standards NOS Version No. 2.0 NSQF Level 3	32:00	40:00	32:00	00:00	104:00
Module 5: Maintain Effective Communication and Service Standard	32:00	40:00	32:00	00:00	104:00
THC/N9903- Maintain Organisational Confidentiality and Respect Customers' Privacy NOS Version No. 2.0 NSQF Level 3	16:00	04:00	08:00	00:00	28:00
Module 6: Organizational Confidentiality and Customer Privacy	16:00	04:00	08:00	00:00	28:00
THC/N9906 – Follow Health, Hygiene and Safety practices NOS Version No. 2.0 NSQF Level 3	24:00	40:00	16:00	00:00	80:00
Module 7: Basic Health and Safety Standards	24:00	40:00	16:00	00:00	80:00
Total Duration	148:00	172:00	240:00	000:00	560:00

Module Details

Module 1: Introduction to the Restaurant and Kitchen Helper *Bridge Module*

Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of Hospitality Industry
- Define the roles and responsibilities of a Kitchen Helper
- Explain the scope of work for a Kitchen Helper

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the objectives and benefits of the Skill India Mission • Describe the Tourism and Hospitality Industry and its sub-sectors • Elaborate the hierarchy of Restaurant of small, medium and large establishments • Explain some basic terminology used in the Hospitality and Restaurant Sector • Elaborate the job role and job opportunity for Kitchen Helper in the Tourism and Hospitality Industry 	NA
Classroom Aids	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment and Other Requirements	
NA	

Module 2: Sorting and Storage of Kitchen Supplies and Material

Mapped to THC/N3007 v 2.0

Terminal Outcomes:

- Apply appropriate practices to unload food items and verify their quantity against the invoice
- Describe the sorting and storing procedures of food items and other kitchen supplies
- Perform the distribution activities of the supplies to the kitchen staff

Duration: 24:00	Duration: 28:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe various types of supplies, materials used in the kitchen • State the importance of verifying the number of received food items against invoice • Discuss the sorting and storing procedures of different types of kitchen supplies and items used in the restaurant industry • Explain the procedure of storing the crockery, cutlery and other equipment • Describe the appropriate temperatures and procedures for storing different raw and cooked items which are not for immediate use • State the importance of re-filling the kitchen condiment bottles and shakers • Discuss various tracking methods for consumption of supplies and perishable items 	<ul style="list-style-type: none"> • Apply appropriate practices to unload the food items and other kitchen supplies from the vehicle • Employ appropriate skills to verify the number of received food items against the invoice • Show how to properly sort and stock various kitchen supplies and daily consumables • Demonstrate how to store food items, semi-cooked food, non-distributed provisions and other kitchen supplies in designated areas following standard wrapping, dating, food safety and rotation procedures • Apply appropriate practices to distribute supplies and daily consumables to the kitchen staff of the restaurant
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Various kitchen supplies (such as Chicken, Meat, Ice-cream, Fish, Sea-food, Fruits, Vegetables, etc.), and Sample formats (such as Invoice, etc.).	

Module 3: Assist the Cook in the Cooking Activities

Mapped to THC/N3007 v 2.0

Terminal Outcomes:

- Discuss various cooking and kitchen equipment
- Perform various food preparation activities like washing, peeling, grinding, cutting, etc.
- Perform basic cooking tasks, like boiling, steaming, frying, etc.
- Apply suitable practices to assemble and wrap the food items for the guests

Duration: 28:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the FSSAI (Food Safety and Standards Authority of India) guidelines and other quality standards for food safety • Explain various types and operating procedures of different cooking and other kitchen tools and equipment used in the restaurant industry • Discuss the handling procedure of sharp objects in the kitchen such as knives and safe storage • Discuss various food preparation techniques like marinating, chopping, slicing, sifting, kneading, resting, aerating, etc. • Elaborate basic cooking methods like boiling, frying, grilling, steaming, etc. • List appropriate temperatures for cooking different dishes • State the significance and ways to ensure minimum wastage in food preparation 	<ul style="list-style-type: none"> • Dramatize a situation on how to carry food supplies, equipment, and utensils to and from storage and work areas • Employ suitable practices to gather, weigh or measure necessary cooking supplies and ingredients (such as sugar, oil, flour, etc.) for meal preparation • Demonstrate the procedure of washing, peeling, cutting and deseeding fruits and vegetables prior to cooking • Show the procedure of grinding and storing spices and herbs • Show how to prepare for cooking using appropriate methods, such as dough preparation, mixing the ingredients for salad and desserts, etc. • Demonstrate how to prepare basic food items and cold plate combinations • Demonstrate how to perform the basic cooking tasks like boiling, pressure-cooking etc. • Employ appropriate practices to portion or wrap excess food items or dishes as well as store the food in containers and the fridge or freezer for later use • Display the procedure to assemble food or place it directly on plates for service • Apply proper techniques to wrap food items and create different packets as per the requirements of the guests • Demonstrate how to maintain kitchen mise-en-place
Classroom Aids	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	

Various cooking ingredients (such as, Sugar, Oil, Flour, etc.), Kitchen equipment and tools (such as, Refrigerator, Freezer, Knife, Microwave, Grinder, Mixer, etc.)

Module 5: Maintain Effective Communication and Service Standard

Mapped to THC/N9901 v 2.0

Terminal Outcomes:

- Communicate effectively with customers, colleagues, and superiors
- Maintain professional etiquette
- Describe the ways to show sensitization towards different age groups, gender and persons with disabilities

Duration: 32:00	Duration: 40:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace • Discuss the importance of effective communication • Explain the importance of customer satisfaction and customer feedback • Outline the procedure of receiving feedback and complaints constructively • Describe various ways to handle customer complaints • Discuss different ways to improve the customer experience • Explain the importance of gender and age sensitivity • Discuss gender and age-specific requirements of the customers • Discuss the specific needs of People with Disabilities • Discuss the importance of reporting Sexual harassment at the workplace • Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate the standard procedure to welcome and greet the customers • Dramatize appropriate communication skills and etiquette while interacting with customers, colleagues, and superiors • Roleplay a situation on how to handle customer complaints effectively • Roleplay appropriate behavioural etiquette towards all ages, genders and differently-abled people as per specification
Classroom Aids	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, Organisation structure	

Module 6: Organizational Confidentiality and Customer's Privacy

Mapped to THC/N9903 v 2.0

Terminal Outcomes:

- Explain how to maintain the confidentiality of the organization
- Describe the protocols related to the privacy of customer information

Duration: 16:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the significance of maintaining organizational confidentiality and customer privacy in the hospitality industry • Discuss the Intellectual Property issues and policies affecting the organization and customer privacy • Explain the procedures to report the infringement of IPR to the concerned person • Discuss the usage, storage and disposal procedures of confidential information as per specification 	<ul style="list-style-type: none"> • Employ appropriate ways to use, store and dispose of the organizational and customer information
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Handouts of IPR guidelines and regulations	

the mop into a bucket and also remove trash and garbage to designated areas

- Show how to collect and launder all soiled kitchen linen like dishcloths, tea towels, etc.
- Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow
- Demonstrate sensitization towards different age groups, gender, and persons with disabilities
- Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy
- Apply appropriate practices to maintain personal hygiene at workplace
- Role play on identifying hazards at workplace and reporting to the supervisor
- Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow
- Perform basic activities to apply gender and age-sensitive service practices
- Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch

- Random audit of any candidate
6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored
 - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the Hard Drives

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
ISO	International Standards Organization
IPR	Intellectual Property Rights