



# Model Curriculum

**QP Name: Food & Beverage Service Associate (Divyangjan)**

**QP Code: PWD/Q7301**

**QP Version: 1.0**

**NSQF Level: 2**

**Model Curriculum Version: 1.0**

Skill Council for PwD || 501, City Centre, 5th Floor, 12/5, Plot 5, Sector 12, Dwarka New Delhi  
110076

# Table of Contents

Training Parameters.....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules.....	5
Module Details.....	7
Module 1: Personal Adequacy, Social Behaviour and Communication .....	7
Module 2: Work Related Skills .....	8
Module 3: Tourism and Hospitality Industry – An Introduction .....	10
Module 4: Greet and receive the guests.....	11
Module 5: Prepare various service areas.....	12
Module 6: Perform clearance activities .....	13
Module 7: Perform Pre and post operation activities .....	14
Module 8: Maintain personal and workplace hygiene .....	15
Module 9: Maintain precautionary health and safety measures .....	16
Module 10: Practice waste management .....	17
Module 11: Work effectively with colleagues and supervisors .....	18
Module 12: Practice Inclusive behaviour .....	19
Trainer Requirements .....	20
Assessor Requirements.....	21
Assessment Strategy.....	22
Glossary.....	24
Acronyms and Abbreviations.....	25

## Training Parameters

<b>Sector</b>	Persons with Disability (PwD)
<b>Sub-Sector</b>	Hospitality
<b>Occupation</b>	Food and Beverage Service
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5123.20 and NCO-2015/5123.40
<b>Minimum Educational Qualification and Experience</b>	Basic literacy
<b>Pre-Requisite License or Training</b>	No formal education required
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed on</b>	28/12/2021
<b>Next Review Date</b>	31/03/2025
<b>NSQC Approval Date</b>	31/03/2022
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	15-09-2021
<b>Model Curriculum Valid Up to Date</b>	31/03/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	690
<b>Maximum Duration of the Course</b>	690

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Apply appropriate practices to demonstrate basic mannerism
- Demonstrate ways to prepare and adjust dining and service area.
- Discuss the various types of buffet service and its importance
- Apply health, hygiene, and safety practices at the workplace
- Discuss the importance of comfort and ambience of the workplace.
- Discuss the importance of waste management in F and B industry.
- Discuss the importance of using the correct body language and courtesy at workplace.
- Demonstrate proper workplace communication techniques for better productivity.
- Discuss the importance of behavioural etiquettes for guest handling.

## Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>32:00</b>	<b>182:00</b>	<b>00:00</b>	<b>00:00</b>	<b>214:00</b>
Module 1 (Bridge Module): Personal Adequacy, Social Behaviour and Communication	10:00	80:00	00:00	00:00	90:00
Module 2 (Bridge Module): Work Related Skills	20:00	100:00	00:00	00:00	120:00
Module 3 (Bridge Module): Tourism and Hospitality Industry – An Introduction	02:00	02:00	00:00	00:00	04:00
<b>PWD/N7301: Receive and serve the guests efficiently NOS Version No. 1 NSQF Level 3</b>	<b>10:00</b>	<b>17:00</b>	<b>20:00</b>	<b>00:00</b>	<b>47:00</b>
Module 4: Greet and receive the guests	10:00	17:00	20:00	00:00	47:00
<b>PWD/N7302: Perform different service operations NOS Version No. 1 NSQF Level 3</b>	<b>30:00</b>	<b>37:00</b>	<b>40:00</b>	<b>00:00</b>	<b>107:00</b>
Module 5: Prepare various service areas	15:00	17:00	20:00	00:00	52:00
Module 6: Perform clearance activities	15:00	20:00	20:00	00:00	55:00
<b>PWD/N7303: Perform buffet set-up and clearance NOS Version No. 1 NSQF Level 3</b>	<b>30:00</b>	<b>30:00</b>	<b>60:00</b>	<b>00:00</b>	<b>120:00</b>
Module 7: Perform Pre and post operation activities	30:00	30:00	60:00	00:00	120:00

<b>PWD/N9901: Follow Health, safety and hygiene practices NOS Version No. 1 NSQF Level 3</b>	<b>32:00</b>	<b>44:00</b>	<b>54:00</b>	<b>00:00</b>	<b>130:00</b>
Module 8: Maintain personal and workplace hygiene	12:00	15:00	18:00	00:00	45:00
Module 9: Maintain precautionary health and safety measures	12:00	15:00	20:00	00:00	47:00
Module 10: Practice waste management	08:00	14:00	16:00	00:00	38:00
<b>PWD/N9903: Communicate with others effectively NOS Version No. 1 NSQF Level 3</b>	<b>16:00</b>	<b>20:00</b>	<b>36:00</b>	<b>00:00</b>	<b>72:00</b>
Module 11: Work effectively with colleagues and superiors	08:00	08:00	20:00	00:00	36:00
Module 12: Maintain inclusive behavior while interacting	08:00	12:00	16:00	00:00	36:00
<b>Total Duration</b>	<b>150:00</b>	<b>330:00</b>	<b>210:00</b>	<b>00:00</b>	<b>690:00</b>

# Module Details

## Module 1: Personal Adequacy, Social Behaviour and Communication

### Bridge Module

#### Terminal Outcomes

- Demonstrate how to take care of daily routine activities, responsibility and safety of self and others
- Demonstrate knowledge of common places, people in the surrounding environment
- Demonstrate use of social courtesies towards elders and peers
- Discuss ways to manage various hazards

<b>Duration: 10:00</b>	<b>Duration: 80:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of personal grooming and hygiene</li> <li>• Identify designated area to keep personal belongings.</li> <li>• Identify potential safety hazards in the surrounding such as electrical switches/wires, sharp and pointed objects, etc.</li> <li>• Explain the difference between good and bad touch</li> <li>• Identify common places around home and workspace as, nearby market, dairy, pantry, office.</li> <li>• Explain general guidelines/norms regarding their rights and responsibility at workplace in context of their assignment/work profile.</li> <li>• Explain daily routine activities when asked using 2–3 words, sentences, or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Give self-introduction</li> <li>• Demonstrate proper meal time behaviour/etiquette in public place, restaurants, Pantry</li> <li>• Demonstrate the use of social etiquette towards different people in different settings</li> <li>• Demonstrate ways to maintain privacy in public washrooms and changing rooms.</li> <li>• Practice simple first aid when required on self and others.</li> <li>• Demonstrate ways of raising an alarm when bullied, abused.</li> <li>• Demonstrate the ways of engaging in meaningful communication with others in various situations.</li> <li>• Demonstrate ways of making appropriate choice for themselves like Selection of outfit according to their own gender and age, selection of items of their choice from the Menu</li> <li>• Demonstrate ways of handling common safety hazards in the surroundings with care</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Visual Schedule, Picture Cards, Flash Cards, Me Books, LCD TV, Projector, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 2: Work Related Skills

### Bridge Module

#### Terminal Outcomes:

- Demonstrate basic work-related etiquettes.
- Demonstrate social emotional maturity at workplace such as problem solving, assistance seeking and others.
- Discuss the importance of practicing work ethics and standard norms.
- Demonstrate various forms of motor skills to perform physical activity in workplace.

<b>Duration: 20:00</b>	<b>Duration: 100:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the difference between individual task and group task.</li> <li>• Discuss the importance of timely completion of task/activity at home/work environment</li> <li>• Differentiate between a good quality and a substandard product/item, in terms if the item is broken/damaged/rotten/spoilt</li> <li>• Discuss the importance of workplace cleanliness and hygiene.</li> <li>• Explain the importance of sharing e.g., Belongings, lunch etc. as part of teamwork.</li> <li>• Discuss the methods to assist/ cooperate with colleagues in time of need.</li> <li>• Discuss bad effect of smoking, use of abusive language, bullying, sexual exploitation, watching porn by a colleague/ friend/ supervisor and report to supervisor</li> <li>• Discuss the process of availing leave from work</li> <li>• Discuss importance of following guidelines/office norms e.g. being regular and punctual, reporting on time etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the execution of assigned task for a minimum Of 30 minutes methods</li> <li>• Demonstrate use of alternate method of executing an activity, when routine method does not work out e.g., using any other relevant and related equipment in case the equipment desired is not in stock etc.</li> <li>• Demonstrate the identification and selection of various items, raw materials and tools needed for work from vast array of options</li> <li>• Demonstrate the use of appropriate words/phrases/simple sentences/ gestures to respond to interact with peers, supervisors and other staff members</li> <li>• Demonstrate the use of a visual timetable while carrying daily activities at workplace</li> <li>• Demonstrate the use of common facilities (supervisor’s office, account office, washroom, pantry, etc.) and services (tea, coffee maker, vending machines, etc.) in compliance with the rules of the organization.</li> <li>• Demonstrate ways to seek permission from seniors for a break in the middle of a task</li> <li>• Demonstrates the ability to shift to another task when one task is finished/ when prioritized by the supervisor.</li> <li>• Demonstrate ways to follow basic etiquettes at workplace</li> <li>• Demonstrate, in action when required the, ways for following simple protocols at work, e.g. request for leave</li> <li>• Demonstrate activities requiring hand and finger movements like latching the door, picking and carrying objects/equipment</li> </ul>



	from one place to another, pouring water into a glass from the Jug etc.
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Physical and Verbal prompts and cues, Word Predictor Device, Visual Schedule, Picture Cards, Flash Cards, Projector, Videos and Movies, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop	

### Module 3: Tourism and Hospitality Industry – An Introduction

#### Bridge Module

#### Terminal Outcomes:

- Discuss various concepts related to Hospitality Sector

<b>Duration:</b> 02:00	<b>Duration:</b> 02:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of Hospitality sector.</li> <li>• Discuss roles and responsibility of a food and beverage service associate.</li> <li>• Identify the career path for F&amp;B service associate</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct online research to collate information, evidence, and articles regarding the hospitality services.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Visual Schedule, Flash Cards, Me Books, LCD TV, Projector, simple games and activities, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 4: Greet and receive the guests

Mapped to PWD/N7301, v.no 1

### Terminal Outcomes:

- Demonstrate the ways to greet and receive guests appropriately.

<b>Duration: 10:00</b>	<b>Duration: 17:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the different types of greetings according to the timings of the day and occasion.</li> <li>• State how to greet guests using appropriate titles.</li> <li>• Define the concept of guest service in the country.</li> <li>• List the different types of beverages served.</li> <li>• Describe how to interact with guests while serving them.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to greet guests using appropriate titles and terms of respect.</li> <li>• Show the appropriate steps required to escort guests and ensure that they are seated comfortably.</li> <li>• Perform pre-meal services like serving water, welcome drink, and snacks.</li> <li>• Demonstrate ways to handle music systems and adjust their sound level.</li> <li>• Show how to maintain appropriate body posture while interacting with and serving guests.</li> <li>• Demonstrate ways to report to the supervisor if there are specific requirements from the guest.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, simple games and activities, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 5: Prepare various service areas

Mapped to PWD/N7302, v.no 1

### Terminal Outcomes:

- Prepare different service areas such as dining area, conference, and meeting area.
- Provide in-room dining services.

<b>Duration: 15:00</b>	<b>Duration: 17:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe how to prepare different service areas and create the appropriate ambience.</li> <li>• Explain how to set up essential items and equipment in service areas as per guest requirement.</li> <li>• Describe the procedure for in-room dining services as per the company’s policy.</li> <li>• State the different equipment, tools, and items used in the service areas.</li> <li>• Explain how to layout a table in a restaurant.</li> <li>• Explain the different types of linens used in a restaurant.</li> <li>• Describe how to maintain stock in the service area.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to set the table using appropriate tableware, glasses, and cutlery.</li> <li>• Perform the steps required to arrange essentials such as paper napkins, ketchup, salt and pepper etc., on the table.</li> <li>• Demonstrate how to set up the side station.</li> <li>• Organize the conference and meeting area as per procedure.</li> <li>• Demonstrate how to use a slaver for shifting crockery from the backend to the restaurant and vice versa.</li> <li>• Demonstrate the process of setting up an in-room dining trolley with the appropriate tray, cutlery etc. as per the guest’s order.</li> <li>• Perform a check of the food and beverage being served to ensure that it is as per the guest requirement.</li> <li>• Perform a check of the service equipment to ensure that it is clean and functional.</li> <li>• Perform a check of the stock in the service area to ensure there is sufficient stock for service.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptop, Internet with Wi-Fi (Min 2 Mbps Dedicated), Basic furniture- tables, chairs, side station, Basic Crockery- Plates, glasses, Bowls, Cutlery- spoons, forks, knives, serving accessories- salver, serving spoons, Accessories- Napkin holders, Salt & Pepper container, Table linen, Mats, Picture cards, Me-Book, Training Videos, Pictorial Messages/ signage/ labels in environment, phrases for communicating with Guests/ clients, Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 6: Perform clearance activities

*Mapped to PWD/N7302, v.no 1*

### Terminal Outcomes:

- Perform cleaning of service areas and equipment.

<b>Duration: 15:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to deal with breakage.</li> <li>• State the steps involved in clearing a table and a sideboard.</li> <li>• State the different types of waste and ways to dispose them.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to clean and rearrange the table after the guest has left.</li> <li>• Demonstrate how to dispose broken items and waste.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Basic furniture- tables, chairs, side station, Basic Crockery- Plates, glasses, Bowls, Cutlery- spoons, forks, knives, serving accessories- salver, serving spoons, Accessories- Napkin holders, Salt & Pepper container, Table linen, Mats, Picture cards, Me-Book, Training Videos, Pictorial Messages/ signage/ labels in environment, phrases for communicating with Guests/ clients, Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 7: Perform Pre and post operation activities

*Mapped to PWD/N7303 v.no 1*

### Terminal Outcomes:

- Set up the buffet table, pre-operation.
- Carry out post-operation activities post-operation.

<b>Duration: 30:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the types of equipment used in a buffet service.</li> <li>• Describe the essential steps involved in a buffet service.</li> <li>• State the standard instructions given for a buffet service.</li> <li>• Describe the process flow of setting up a buffet and its clearance.</li> <li>• Explain the use of various equipment required for buffet service.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to lay a buffet table as per instructions.</li> <li>• Show how to organize the buffet counter by following the standard operating procedure.</li> <li>• Demonstrate how to wipe glassware, tableware before and after serving.</li> <li>• Show how to place various items such as accessories, buffet signs, dishes at the buffet counter.</li> <li>• Show the sequence of clearing a buffet service.</li> <li>• Perform the steps to clean the buffet counter after service as per SOP.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Basic furniture- tables, chairs, side station, Basic Crockery- Plates, glasses, Bowls, Cutlery- spoons, forks, knives, serving accessories- salver, serving spoons, Accessories- Napkin holders, Salt & Pepper container, Table linen, Mats, Picture cards, Me-Book, Training Videos, Pictorial Messages/ signage/ labels in environment, phrases for communicating with Guests/ clients, Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 8: Maintain personal and workplace hygiene

Mapped to: PWD/N9901, v.no 1

### Terminal Outcomes:

- Discuss various personal and workplace hygiene practices.

<b>Duration: 12:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of maintaining personal hygiene.</li> <li>• Explain the importance of maintaining a clean and tidy workplace.</li> <li>• Discuss the significance of following hygiene practices as per guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to maintain personal hygiene</li> <li>• Demonstrate correct ways of washing and/or sanitizing hands.</li> <li>• Demonstrate ways to maintain hygiene at workplace</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
<b>Tools, Equipment and Other Requirements</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Cleanliness and hygiene related material like Soaps, Hand Wash, sanitizers etc. Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 9: Maintain precautionary health and safety measures

Mapped to: PWD/N9901, v.no 1

### Terminal Outcomes:

- Discuss health and safety practices.

<b>Duration: 12:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance and process of identifying and reporting any health-related issue to the concerned authorities.</li> <li>• Discuss the various emergencies that may happen such as fire, accident, fall etc.</li> <li>• Discuss the process and significance of reporting accidents and hazards.</li> <li>• Discuss the significance of following health and safety practices as per guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to administer basic first aid in different situations.</li> <li>• Display the correct way of donning and doffing PPE such as face masks, hand gloves etc.</li> <li>• Demonstrate safety drills for different emergency situations.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
<b>Tools, Equipment and Other Requirements</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, First aid box (sterile dressings, plasters, disposable sterile gloves, scissors, antiseptic wipes, thermometer etc.). Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	



## Module 10: Practice waste management

*Mapped to: PWD/N9901, v1.0*

### Terminal Outcomes:

- Discuss health, hygiene and safety practices.

<b>Duration: 08:00</b>	<b>Duration: 14:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance and mechanism of proper and safe disposal of waste.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the segregation of different types of waste.</li> <li>• Select various types of color-coded bins/containers used for disposal of waste.</li> <li>• Display correct way of disposing PPE</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
<b>Tools, Equipment and Other Requirements</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Different types of waste (such as dry, waste, recyclable etc.), Various types of colour coded dustbins, Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 11: Work effectively with colleagues and supervisors

Mapped to: PWD/N9903, v1.0

### Terminal Outcomes:

- Demonstrate ways to work effectively in a team.

<b>Duration: 08:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify appropriate workplace behaviour</li> <li>• List do's and don'ts of communication etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of polite language while working in a team.</li> <li>• Demonstrate ways to seek assistance from others when required.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system.	
<b>Tools, Equipment and Other Requirements</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 12: Practice Inclusive behaviour

Mapped to: PWD/N9903, v1.0

### Terminal Outcomes:

- Demonstrate acceptance towards a diverse population.

<b>Duration: 08:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List dos and don'ts to follow while interacting with varied group of people such as women, PwDs etc.</li> <li>• Identify incidents of harassment and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate bias-free communication while interacting with women, PwDs etc.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system.	
<b>Tools, Equipment and Other Requirements</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 13: On the Job Training

Mapped to: PWD/Q7301, v1.0

Mandatory Duration: 210:00	Recommended Duration: 00:00
<b>Location: On the Job</b>	
<p>Terminal Outcome</p> <ul style="list-style-type: none"> <li>• Show how to greet guests using appropriate titles and terms of respect.</li> <li>• Show the appropriate steps required to escort guests and ensure that they are seated comfortably.</li> <li>• Perform pre-meal services like serving water, welcome drink, and snacks.</li> <li>• Show how to maintain appropriate body posture while interacting with and serving guests.</li> <li>• Show how to set the table using appropriate tableware, glasses, and cutlery.</li> <li>• Perform the steps required to arrange essentials such as paper napkins, ketchup, salt and pepper etc., on the table.</li> <li>• Demonstrate how to set up the side station.</li> <li>• Organize the conference and meeting area as per procedure.</li> <li>• Demonstrate the process of setting up an in- room dining trolley with the appropriate tray, cutlery etc. as per the guest's order.</li> <li>• Perform a check of the food and beverage being served to ensure that it is as per the guest requirement.</li> <li>• Perform a check of the service equipment to ensure that it is clean and functional.</li> <li>• Demonstrate how to clean and rearrange the table after the guest has left.</li> <li>• Demonstrate how to dispose broken items and waste.</li> <li>• Demonstrate how to lay a buffet table as per instructions.</li> <li>• Show how to organize the buffet counter by following the standard operating procedure.</li> <li>• Demonstrate how to wipe glassware, tableware before and after serving.</li> <li>• Show how to place various items such as accessories, buffet signs, dishes at the buffet counter.</li> <li>• Show the sequence of clearing a buffet service.</li> <li>• Perform the steps to clean the buffet counter after service as per SOP.</li> <li>• Demonstrate ways to maintain personal hygiene</li> <li>• Demonstrate correct ways of washing and/or sanitizing hands.</li> <li>• Demonstrate ways to maintain hygiene at workplace</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites							
Minimum Educational Qualification	Academic Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
			Years	Specialization	Years	Specialization	
12th Pass	Diploma/ Degree	Special Education	Minimum 2 years	Experience in working with Persons with Intellectual Disability as Trainers or Assistant	1 year preferable	Experience in working with Persons with Intellectual Disability	

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Food and Beverage Service Associate”, “PWD/THC/Q7301, v1.0”, Minimum accepted score is 50%	Recommended that the trainer is certified for the Job role “Trainer” mapped to the Qualification Pack “MEP/Q2601”.  Minimum accepted score is 80% aggregate	The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

## Assessor Requirements

Assessor Prerequisites							
Minimum Educational Qualification	Academic Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
			Years	Specialization	Years	Specialization	
<b>Certificate in Food and Beverage Service Associate</b>	Certificate / Diploma/ Degree/ Master/ PhD	Hotel/ Hospitality Management / Food and Beverage Service	5	Hotel/ Hospitality Management / Food and Beverage Service Associate	1	Hotel/ Hospitality Management/ Food and Beverage Service Associate	NA

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
“Food and Beverage Service Associate”, “PWD/Q7301, v1.0”, Minimum accepted score is 50%	“Assessor”, “MEP/Q2701”, with scoring of minimum 80%	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

## 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 are assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email by SCPwD.
- Assessment agency deploys the ToA certified Assessor for conducting assessment
- SSC monitors the assessment process and records SSC approve the final result. SSC shares the result with training providers.

### 2. Testing Environment:

- 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.
- If the batch size is more than 30, then there should be 2 Assessors.
- 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 tablets 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 from assessment agencies and approved by SCPwD.
- 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 and master trainer should be certified on SIP.
- Assessment agency must follow the assessment guidelines to conduct the assessment developed
- Attendance sheet checking.

**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 master trainer) 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 or 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 also stored in Hard drives.



## References

### Glossary

Term	Description
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what the 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 outcomes is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.
<b>National Occupational Standards</b>	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace.
<b>Persons with Disability</b>	Persons with Disability are those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on equal basis with others.
<b>Integrated Development Environment</b>	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skill Qualification Framework
NSQC	National Skill Qualification Committee
NOS	National Occupational Standards
SSC	Skill Sectors Council
TVET	Technical and Vocational Education and Training
PWD	Persons with Disability
IDE	Integrated Development Environment