



Model Curriculum

QP Name: Commis Chef

QP Code: THC/Q0406

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 1.0

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Training Parameters

Sector	Tourism & Hospitality
Sub-Sector	Hotel/Restaurant
Occupation	Food Production and Kitchen
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5120.0200
Minimum Educational Qualification and Experience	12th Class/I.T.I (two years after class 10th) OR 12th Class/I.T.I (one year after class 10th with 1 year of experience in the food production sector) OR Certificate-NSQF (level-3 Assistant Chef)
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	29/01/2021
Next Review Date	29/01/2024
NSQC Approval Date	29/01/2021
QP Version	2.0
Model Curriculum Creation Date	29/01/2021
Model Curriculum Valid Up to Date	29/01/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	630 Hours, 0 Minutes
Maximum Duration of the Course	630 Hours, 0 Minutes

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 will be able to:

- Perform the tasks to assist in preparation of the kitchen for the food operations
- Prepare various meal items and tandoor food products
- Employ appropriate skills and knowledge of assisting in inventory and stock level management
- Perform the operations of closing the kitchen at the end of the day
- Employ appropriate practices to communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow
- Apply gender and age-sensitive service practices
- Describe the protocols related to confidentiality of the organizational information and guests' privacy
- Apply health, hygiene, and safety practices at the workplace

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
THC/N0415 – Assist in Kitchen Operations and Food Preparation NOS Version No. 2.0 NSQF Level 4	90:00	90:00	120:00	00:00	300:00
Module 1: Introduction to Hotel Industry and Commis Chef	06:00	00:00	00:00	00:00	06:00
Module 2: Introduction to Kitchen Equipment and Appliances	24:00	30:00	30:00	00:00	84:00
Module 3: Perform Food Preparation Activities	36:00	30:00	42:00	00:00	108:00
Module 4: Provide Assistance in Inventory Management and Close the Kitchen	24:00	30:00	48:00	00:00	102:00
THC/N0428 – Use Tandoor for Preparing Food NOS Version No. 1.0 NSQF Level 4	30:00	60:00	30:00	00:00	120:00

Module 5: Prepare the Food Items in Tandoor	30:00	60:00	30:00	00:00	120:00
THC/N9901 – Communicate Effectively and Maintain Service Standards NOS Version No. 2.0 NSQF Level 3	12:00	18:00	30:00	00:00	90:00
Module 6: Maintain Effective Communication and Service Standard	12:00	18:00	30:00	00:00	90:00
THC/N9903- Maintain Organizational Confidentiality and Respect Guests' Privacy NOS Version No. 2.0 NSQF Level 3	18:00	12:00	30:00	00:00	60:00
Module 7: Organizational Confidentiality and Guest Privacy	18:00	12:00	30:00	00:00	60:00
THC/N9906 – Follow Health, Hygiene and Safety practices NOS Version No. 2.0 NSQF Level 3	30:00	30:00	30:00	00:00	90:00
Module 8: Basic Health and Safety Standards	30:00	30:00	30:00	00:00	90:00
Total Duration	180:00	210:00	240:00	00:00	630:00

Module Details

Module 1: Introduction to Hotel Industry and Commis Chef Mapped to THC/N0415

Terminal Outcomes:

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

Duration: 06:00	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 Hotel/ Restaurant of small, medium and large establishments • Discuss the roles and responsibilities of a Commis Chef • Describe the attributes required for a Commis Chef • Elaborate the scope for a Commis Chef in the Tourism and Hospitality Industry • Explain different types of cuisines available in the country and across the world • Elaborate the basic terms used in the kitchen department 	NA
Classroom Aids	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment and Other Requirements	
NA	

Module 2: Introduction to Kitchen Equipment and Appliances

Mapped to THC/N0415 v 2.0

Terminal Outcomes:

- Apply appropriate knowledge and skills of using different equipment
- Prepare a damage report of the kitchen equipment

Duration: 24:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss food hygiene, quality, and safety standards as per organizational policy and FSSAI guidelines along with occupational health and safety requirements as per HACCP • Elaborate various appliances, tools and equipment required for preparation for and cooking of different dishes • Describe the operational and storage procedures of various appliances, tools, equipment and other sharp objects required for cooking • Explain the importance of organising the assigned work station • Discuss the importance of updating the Senior Chef about any damage of the kitchen tools/appliances 	<ul style="list-style-type: none"> • Apply proper practice to arrange the correct tools and equipment required to cook the dishes and confirm the cleanliness and proper functioning of the tools and equipment • Apply appropriate method to monitor and ensure appropriate temperature of the appliances to be used • Employ proper process to distribute the supplies to different workstations in the kitchen • Apply proper methods to replenish service lines as needed and restock and prepare the workstation for the next shift
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Kitchen appliances like juicer, mixer, grinder, toaster, griller, food processor, microwave, etc. Different types of basic knives like a peeler, chef’s knife, filleting knife, bread knife etc. Basic kitchen equipment like grater, weighing scale, measuring spoons/cups, Bowls, Scales, Whisker, Rolling-pin, Spoons (metal/wooded/plastic), Oven gloves, Measuring spoons and jugs, Sieves, and Other relevant tools and equipment	

Module 3: Perform Food Preparation Activities

Mapped to THC/N0415 v 2.0

Terminal Outcomes:

- Describe the ingredients used in different recipes
- Perform the activities of preparing and presenting various meals

Duration: 36:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various essential ingredients required for different dishes, their characteristics and functions • Discuss the units of measurements and culinary terms used for various food products • Explain recipes of various food items • Elaborate various methods of mixing and preparing the ingredients (like washing, peeling, etc.) for cooking along with their recipes • Describe various food preparation techniques (like marinating, chopping, etc.) and cooking methods (like boiling, frying, etc.) • Explain different temperatures required for cooking and serving various dishes • Elaborate different types of plating, decoration and presentation methods for cooked meals 	<ul style="list-style-type: none"> • Employ appropriate practices to check quality of different types of ingredients used in recipes • Demonstrate how to perform basic tasks like mixing ingredients, grinding spices, preparing dough, seasoning, preparing basic sauces, etc. • Demonstrate various cooking and presentation methods
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Kitchen appliances like juicer, mixer, grinder, toaster, griller, food processor, microwave, etc. Different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc. Basic kitchen equipment like grater, weighing scale, measuring spoons/cups, Bowls, Scales, Whisker, Rolling-pin, Spoons (metal/wooded/plastic), Oven gloves, Measuring spoons and jugs, Sieves, and Other relevant tools and equipment	

Module 4: Provide Assistance in Inventory Management and Close the Kitchen

Mapped to THC/N0415 v 2.0

Terminal Outcomes:

- Explain the methods to manage the stock level
- Describe the activities to close the day's operation
- Perform the activities to maintain the inventory status report

Duration: 24:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the parameters to check the quality of ingredients, goods received from vendors • Discuss the importance of labelling ingredients and finished products • Explain stock rotation methods • Discuss suitable environment to stored unused ingredients/ finished products • State the correct storage procedure of raw/ finished products • Discuss the importance of regular cleaning and sanitizing of workstation and other equipment • Elaborate the methods of safe disposal of waste • Explain different types of reports to be prepared by the Commis Chef 	<ul style="list-style-type: none"> • Employ appropriate techniques to check for the quality and quantity of the goods/raw material • Demonstrate how to label the ingredients and finished items • Demonstrate how to assist in stock management of ingredients and other kitchen items • Role play a situation to show the ways of storing unused supplies/consumables at correct location and in controlled environment • Demonstrate how to clean and sanitize workstation and other equipment after completion of work • Apply appropriate practices to recycle and dispose-off waste • Employ appropriate practices to prepare a sample inventory report
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Computer, Stock register, Ingredients, Freezer, Refrigerator, Packing material for the storage, Sample reports, and Different relevant tools and equipment	

Module 5: Prepare the Food Items in Tandoor

Mapped to THC/N0428 v 2.0

Terminal Outcomes:

- Prepare and clean the tandoor
- Explain the methods to prepare various food items in tandoor
- Perform the activities of maintaining the tandoor when not in use

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the characteristics and types of tandoor • Explain different types of fuel used in tandoor • Explain the different working temperatures for tandoor products • Describe the techniques of controlling temperature of tandoor • Describe different recipes to prepare in tandoor • Explain dough mixing and making methods • Elaborate precautions to be taken while lighting up the fire inside the tandoor • Discuss various methods of Indian bread making • Explain the use and types of marinade used in roasted food products • Describe hazards associated with smoke resulting from the burning of charcoal inside tandoor • Discuss the importance of proper cleaning and maintenance of tandoor 	<ul style="list-style-type: none"> • Employ appropriate techniques to prepare tandoor • Prepare the dough for Indian breads • Demonstrate how to prepare various kinds of Indian breads • Show how to marinate vegetables/cheese/paneer/meats to roast in the tandoor • Demonstrate the techniques to use skewers in tandoor • Demonstrate how to prepare roasted vegetables/meats in tandoor • Role play a situation to show the ways of cleaning, sanitizing, maintaining the tandoor and disposing-off the fuel residue
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Tandoor, Skewers, Measuring-cups, Various ingredients and marinades, Cleaning solutions and equipment, Fuel to be used in Tandoor	

Module 6: Maintain Effective Communication and Service Standard

Mapped to THC/N9901 v 2.0

Terminal Outcomes:

- Explain professional protocols and etiquette of effective communication with customers, colleagues, and superiors
- Describe the ways to show sensitization towards different age groups, gender and persons with disabilities

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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 guest satisfaction and guest feedback • Outline the procedure of receiving feedback and complaints constructively • Describe various ways to handle guest complaints • Discuss different ways to improve the guest experience • Explain the importance of gender and age sensitivity • Discuss gender and age-specific requirements of the guests • Explain various specific needs of People with Disabilities • Discuss the importance of reporting Sexual harassment at workplace • Describe ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors 	<ul style="list-style-type: none"> • Demonstrate the standard procedure to welcome and greet the guests • Dramatize appropriate communication skills and etiquette while interacting with guests, colleagues, and superiors • Role play a situation on how to handle guest complaints effectively • Role play appropriate behavioural etiquette towards all ages, genders and differently abled people as per specification
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, Organisation structure	

Module 7: Organizational Confidentiality and Guest'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: 18:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the significance of maintaining organizational confidentiality and guest privacy in the hospitality industry • Discuss the Intellectual Property issues and policies affecting the organization and guest 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 organisational and guest information
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Handouts of IPR guidelines and regulations	

Module 8: Basic Health and Safety Standard

Mapped to THC/N9906 v 2.0

Terminal Outcomes:

- Employ appropriate health, hygiene, and safety practices at workplace
- Apply precautionary health measures
- Employ effective waste management practices

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the concept and importance of personal and workplace hygiene • Discuss best practices to maintain personal hygiene • Explain the ways to clean and sanitize the workplace and related equipment • Describe standard safety procedures to be followed while handling tools, material, and equipment • Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace • Explain the importance of preventive health check-up organized by the company • Describe the causes of risks and potential hazards in the workplace and ways to prevent them • List different safety warning signs and labels at workplace • Discuss ways to identify hazards at the workplace • List the components of the first-aid kit • Explain the procedure to report accident and other health related issues as per SOP 	<ul style="list-style-type: none"> • Demonstrate the procedure of routine cleaning and sanitization of tools, equipment, and other articles • Employ different ways to keep work area clean, hygienic and hazard free • Demonstrate how to use and dispose off relevant protective equipment as per tasks and work conditions • Perform basic first-aid procedures • Dramatize a situation on mock safety drills for emergency situations • Perform waste disposal procedures at the workplace depending on the types of waste • Role play a situation on reporting safety and security breaches to the supervisor • Prepare a sample incident report
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

Module 9: On-the-Job Training

Mapped to Commis Chef

Mandatory Duration: 240:00	Recommended Duration: 00:00
Location: On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Perform the tasks of organising the work area/station • Demonstrate correct use of equipment • Demonstrate the process of cleaning and sanitising tools, equipment and workstation • Apply appropriate knowledge to write recipes of different types of dishes and tandoor products • Apply mathematical skills and convert recipes accurately • Demonstrate and apply proper measuring techniques • Demonstrate how to perform basic tasks like washing, chopping, mixing ingredients, marinading, and preparing sauces • Perform the tasks of preparing various roasted items • Perform the tasks of preparing Indian breads • Demonstrate basic plating and decorating techniques • Dramatize on how to store finished/raw products appropriately at correct temperature and place which are of no immediate use • Demonstrate professional expertise to prepare a sample report of damaged tools, equipment, and appliances • Demonstrate procedure of stock taking of perishable and non-perishable items • Employ appropriate practices to prepare a store inventory report and get items from store • Perform the tasks of labelling the ingredients and finished items • Perform the activities to close the kitchen at the end of day's operation • Demonstrate positive body language when dealing with guests and colleagues • Dramatize on how to segregate and dispose of the waste as per the standards • 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 • Role play on how to maintain personal hygiene and grooming at workplace • Apply proper practices while identifying hazards at workplace and report 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 • Perform all the activities to maintain health, hygiene, and safety at the workplace 	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th Class/I.T.I OR Certificate/ Diploma/ Degree	Food and Beverage Production/ Hospitality Management/ Hotel Management	5	Food and Beverage Production/ Hospitality Management/ Hotel Management	1	Food and Beverage Production/ Hospitality Management/ Hotel Management	

Trainer Certification	
Domain Certification	Platform Certification
“Commis Chef”, “THC/Q0406, V2.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601,” V1.0, with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th Class/I.T.I OR Certificate/ Diploma/ Degree	Food and Beverage Production/ Hospitality Management/ Hotel Management	5	Food and Beverage Production/ Hospitality Managem ent/ Hotel Managem ent	1	Food and Beverage Production/ Hospitality Management/ Hotel Management	

Assessor Certification	
Domain Certification	Platform Certification
“Commis Chef”, “THC/Q0406, V2.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701, V1.0,” with the scoring of minimum 80%

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
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