



# Model Curriculum

**QP Name: Soap Maker (Handmade)**

**QP Code: BWS/Q4201**

**QP Version: 1.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Beauty & Wellness Sector Skill Council  
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# Training Parameters

<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	Product and Sales
<b>Occupation</b>	Beauty Wellness Products Manufacturing Services
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5142.9900
<b>Minimum Educational Qualification and Experience</b>	Previous relevant Qualification of NSQF Level 1 with 1.5 year relevant experience Or Grade 10 pass Or Grade 8 pass with two year of (NTC/ NAC) after 8th Or Grade 8 pass Or Grade 9 pass Or 9 <sup>th</sup> grade pass with 1 year relevant experience Or 8 <sup>th</sup> grade pass with 2 year relevant experience 5 <sup>th</sup> grade pass with 5 year relevant experience Or Previous relevant Qualification of NSQF Level 2.5 with 1.5 year relevant experience Or Previous relevant Qualification of NSQF Level 2 with 3 years relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	16 Years
<b>Last Reviewed On</b>	31/01/2024
<b>Next Review Date</b>	31/01/2027
<b>NSQC Approval Date</b>	31/01/2024
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/01/2024
<b>Model Curriculum Valid Up to Date</b>	31/01/2027



<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	330 hrs
<b>Maximum Duration of the Course</b>	330 hrs

## 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:

Explain the objectives of the program

- List the career opportunities and projected growth in soap making.
- Carry out preparation of glycerin soaps
- Carry out preparation of Organic soaps/Cold process soaps
- List different types of soap testing and packaging
- Carry out preparation, maintenance and optimizing the work area
- Describe the application of health and safety practices at the workplace
- Describe the importance of personal hygiene and grooming while executing task
- Discuss the importance of employability skills

### 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
<b>BWS/N4201: Introduction to Soap Making,v1.0</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 1: Saponification	<b>5:00</b>	<b>5:00</b>	<b>00:00</b>	<b>00:00</b>	<b>10:00</b>
Module 2: Lye Safety	<b>10:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>20:00</b>
<b>BWS/N4204: Glycerin base Soap,v1.0</b>	<b>10:00</b>	<b>50:00</b>	<b>15:00</b>	<b>00:00</b>	<b>75:00</b>
Module 3: Making of Glycerin Soap or Clear Soap	<b>10:00</b>	<b>50:00</b>	<b>15:00</b>	<b>00:00</b>	<b>75:00</b>

<b>BWS/N4203: Organic Soap/ Cold-Process Soaps, v1.0</b>	<b>15:00</b>	<b>45:00</b>	<b>15:00</b>	<b>00:00</b>	<b>75:00</b>
Module 4: Making of Cold Processed Soaps	<b>10:00</b>	<b>40:00</b>	<b>15:00</b>	<b>00:00</b>	<b>65:00</b>
Module 5: Rebatching	<b>5:00</b>	<b>5:00</b>	<b>00:00</b>	<b>00:00</b>	<b>10:00</b>
<b>BWS/N4202: Soap Packaging, v1.0</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Soap Testing and Packaging	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>BWS/N9017: Prepare, maintain and optimize work area, v1.0</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: Prepare, maintain and optimize work area	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>BWS/N9016: Maintain health and safety practices at workplace, v1.0</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8: Maintain health and safety practices at workplace	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>BWS/N9018: Positive impression at work place, v1.0</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 9: Positive impression at work place	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>DGT/VSQ/N0101: Employability Skills, v1.0</b>	<b>11:00</b>	<b>19:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Introduction to Employability Skills	<b>1:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>1:00</b>
Constitutional values - Citizenship	<b>0.5:00</b>	<b>0.5:00</b>	<b>00:00</b>	<b>00:00</b>	<b>1:00</b>

Becoming a Professional in the 21st Century	0.5:00	0.5:00	00:00	00:00	1:00
Basic English Skills	1:00	1:00	00:00	00:00	2:00
Communication Skills	1:00	3:00	00:00	00:00	4:00
Diversity & Inclusion	0.5:00	0.5:00	00:00	00:00	1:00
Financial and Legal Literacy	1:00	3:00	00:00	00:00	4:00
Essential Digital Skills	1:00	2:00	00:00	00:00	3:00
Entrepreneurship	3:00	4:00	00:00	00:00	7:00
Customer Service	1:00	3:00	00:00	00:00	4:00
Getting ready for apprenticeship & Jobs	0.5:00	1.5:00	00:00	00:00	2:00
<b>Duration</b>	<b>91:00</b>	<b>209:00</b>	<b>30:00</b>	<b>00:00</b>	<b>330:00</b>

## Module Details

### Module 1: Saponification

Mapped to Introduction to soap making, BWS/N4201,v1.0

#### Terminal Outcomes:

- Explain the objectives of the program
- List the career opportunities and projected growth in soap making
- Describe the history and properties of soap
- List the raw materials and equipment required in the process of saponification

<i>Duration: 5:00 hrs</i>	<i>Duration: 5:00 hrs</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the evolution soap making</li> <li>• Discuss and illustrate different properties of soap</li> <li>• List the raw materials, tools and equipment used in the process of soap making.</li> <li>• Explain how to measure the raw materials</li> <li>• Discuss appropriate handling of the tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the handling of raw materials, tools and equipment.</li> <li>• Illustrate the placement of tools and equipment before commencing the process.</li> <li>• Demonstrate the measurements of ingredients following safety guidelines</li> <li>• Prepare and disinfect silicon molds</li> <li>• Demonstrate cleaning and storage of equipment &amp; leftover raw materials</li> </ul>
<b>Classroom Aids:</b>	
Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Safety gears, oil, lye, isopropyl alcohol, beeswax, essential oils, calcium carbonate, sodium lactate, double boiler, glass or plastic pipettes, heating plates, measuring scale, measuring jugs, molds, knives, cutter, basic stationery, etc.	



## Module 2: Lye Safety

Mapped to Introduction to soap making, BWS/N4201, v1.0

### Terminal Outcomes:

- Carry out the preparation of lye and precautions to be taken during its preparation.

<i>Duration: 10:00</i>	<i>Duration: 10:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the process for formation of lye</li> <li>Discuss the properties of sodium hydroxide</li> <li>Explain importance of lye safety</li> <li>Identify prevention of lye hazards</li> <li>Discuss the importance of using safety gears, heat safe containers and ventilated area while preparing the lye</li> </ul>	<ul style="list-style-type: none"> <li>Perform the process of the lye formation</li> <li>Demonstrate how to wear safety gears</li> <li>Perform first aid measure to handle lye burns</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Distilled water, sodium hydroxide safety gears, glass or plastic pipettes, measuring scale, measuring jugs, stirrer, basic stationery, etc.	

## Module 3: Making of Glycerin Soap or Clear Soap

Mapped to Glycerin base Soap, BWS/N4204, v1.0

### Terminal Outcomes:

- Carry out preparation of glycerin base soap and variety of glycerin or clear soaps

<i>Duration: 10:00</i>	<i>Duration: 50:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>List the usage and properties of glycerin soap.</li> <li>Explain the detailed process of making base soap.</li> <li>Discuss the process of different types of glycerin soaps by melt and pour method</li> <li>Identify the safe amount and quality of additives to be incorporated into a soap recipe.</li> <li>Describe the process of unmolding, cutting, curing and hardening the soap.</li> <li>Identify the methods of stacking, wrapping and storing the soaps.</li> </ul>	<ul style="list-style-type: none"> <li>Perform the step by step process of making glycerin base soap</li> <li>Prepare different types of glycerin soaps by melt and pour method, safely using the amount and quality and additives.</li> <li>Perform the process of unmolding, cutting, curing and hardening the soap</li> <li>Demonstrate the methods of wrapping and storing the soaps.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Safety gears, oil, isopropyl alcohol, essential oils, sodium hydroxide, steric acid, glycerin, ethanol, sugar, double boiler, glass or plastic pipettes, heating plates, measuring scale, food grade shrink wrap role, measuring jugs, knives, cutter, basic stationery, etc.	

## Module 4: Making of Cold Processed Soaps

Mapped to Organic Soap/Cold Process Soaps, BWS/N4203, v1.0

### Terminal Outcomes:

- Carry out the preparation different types of cold processed soaps, and usage of essential oils

<i>Duration: 10:00</i>	<i>Duration:40:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>List the usage and properties of organic soap.</li> <li>Explain the detailed process of making variety of cold processed soap.</li> <li>Identify the composition of ingredients to be used in formulation of soap</li> <li>List the types of essential oils and its benefits on skin, hair and certain diseases</li> <li>Describe the process of unmolding, cutting, curing and hardening the soap.</li> <li>Differentiate between various types of specialist skin soap and allergens that it may contain that are not suitable for skin and personal sensitivities.</li> <li>Discuss the exact measurement, combination and concentration of essential oils to be used for best results</li> <li>Explain the proper storage of essential oils and organic soaps, to retain its maximum benefits.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Perform the step by step process of making variety of cold processed soap</li> <li>Prepare soap with different composition and combination of oils, essential oils and other ingredients to benefit skin, hair and personal sensitivities.</li> <li>Perform the process of unmolding, cutting, curing and hardening the soap</li> <li>Demonstrate the storage of essential oils and organic soaps, to retain its maximum benefits.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Safety gears, oil, isopropyl alcohol, essential oils, sodium hydroxide, sodium lactate, calcium carbonate, double boiler, glass or plastic pipettes, heating plates, measuring scale, measuring jugs, knives, cutter, basic stationery, etc	

## Module 5: Rebatching

Mapped to Organic Soap, BWS/N4203, v1.0

### Terminal Outcomes:

- Recycling and utilization of leftover soap to make a new soap batch.

<i>Duration: 5:00</i>	<i>Duration: 5:00</i>	
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>List the benefits of rebatching.</li> <li>Describe the process of cutting different sizes of leftover soaps.</li> <li>Explain the process for making the new batch of soap.</li> <li>Identify the creative ways of soap rebatching.</li> </ul>	<ul style="list-style-type: none"> <li>Perform the step by step process for soap rebatching.</li> <li>Demonstrate creative ways of soap rebatching using essential oils and colours.</li> </ul>	
<b>Classroom Aids:</b>		
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster		
<b>Tools, Equipment and Other Requirements</b>		
Safety gears, oil, isopropyl alcohol, essential oils, sodium hydroxide, sodium lactate, calcium carbonate, double boiler, glass or plastic pipettes, heating plates, measuring scale, measuring jugs, knives, cutter, basic stationery, etc.		

## Module 6: Soap Testing and Packaging

Mapped to Packaging, BWS/N4202,v1.0

### Terminal Outcomes:

- List different types of soap testing and packaging

<i>Duration: 10:00</i>	<i>Duration:20:00</i>	
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• State the importance and benefits of soap testing</li> <li>• List the different methods of soap testing</li> <li>• State the importance and benefits of soap packaging and labeling</li> <li>• Identify the selection of packaging materials on the basis of product compatibility.</li> <li>• List different types of packaging products</li> <li>• Describe different styles of soap packaging and labelling.</li> <li>• Identify packaging machines to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate different methods of soap testing</li> <li>• Demonstrate different packaging materials and products.</li> <li>• Demonstrate different styles of packaging and labeling.</li> </ul>	
<b>Classroom Aids:</b>		
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster		
<b>Tools, Equipment and Other Requirements</b>		
Packaging materials, wrapping paper, labels, packaging machine, basic stationary.		

## Module 7: Prepare, maintain and optimize work area

Mapped to Prepare, maintain and optimize work area, BWS/N9017,V1.0

### Terminal Outcomes:

- Carry out preparation, maintenance and optimizing the work area

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Explain the objectives of the program</li> <li>Discuss the significance of maintaining hygienic, safe, disinfected and suitable ambient conditions for soap making</li> <li>Identify and prepare equipment &amp; products required for the process</li> <li>Discuss the instructions required in preparing a sterilization solution as per organizational standards using approved products and as per manufacturer's and checking leakages</li> <li>Identify the need of segregating recyclable, non-recyclable and hazardous waste generated in a separate bin</li> <li>Conduct employee awareness program; such as for COVID-19 by displaying posters/signage promoting regular hand-washing and respiratory hygiene on the premises</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sanitizing of the area and wearing safety gears.</li> <li>Demonstrate disposal of waste in the designated area at work place; waste materials such as disposable triple-layered surgical face masks, disposable gloves, etc.</li> <li>Prepare reports of materials and equipment securely in line with the organizational policies</li> <li>Apply digital mode of payment to lessen any kind of cross infection; digital mode such as the use of debit/credit cards, internet banking, mobile wallets, digital payment apps, etc.</li> </ul>
Classroom Aids	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
Tools, Equipment and Other Requirements	
Sanitizer, Dustbin, Charts, Appropriate Footwear, Lab Coat, Mask, Gloves, Headgear, Apron, Measuring Scale	

## Module 8: Maintain health and safety practices at workplace

Mapped to Maintain health and safety practices at workplace, BWS/N9016, V1.0

### Terminal Outcomes:

- Describe the application of health and safety practices at the workplace

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>State the significance of personal protective equipment (PPE) &amp; its efficient supply at work place; such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc.</li> <li>Discuss the importance of maintaining basic hygiene at work place to avoid any kind of cross infection; basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands &amp; taking bath at regular intervals, etc.</li> <li>Explain the importance of maintaining first aid kit at work place</li> <li>Identify and list potential risks and hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the method of sterilizing equipment &amp; tools before and after use</li> <li>Prepare, maintain and report accident reports as per organisational policies</li> <li>Perform cardio-pulmonary resuscitation CPR</li> <li>Demonstrate workplace emergency and evacuation procedures</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projector, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
First Aid Kit	

## Module 9: Positive impression at work place

Mapped to Positive impression at work place, BWS/N9018, V1.0

### Terminal Outcomes:

- Describe the importance of personal hygiene and grooming while executing task

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the importance of maintaining personal hygiene and grooming; such as sanitized hands, neatly tied and covered hair, clean nails, sanitized uniform, no gender stereotyping, to ensure privacy, comfort and wellbeing of all the genders.</li> <li>Industry's standards related to courtesy, behavior and efficiency</li> <li>code of practices and guidelines relating to communication with people               <ul style="list-style-type: none"> <li>Conduct employee awareness program; such as internalization of gender, PwD sensitization on designing PwD friendly workplace</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate confidence at the workplace by managing and identifying various business opportunities</li> <li>Demonstrate the different formats of maintaining documentation of records</li> <li>Carry out different &amp; effective ways of communication with coworkers; from different culture, religion, age, background, disability, gender; and communication such as email, phone etc.</li> <li>Perform activities related to the financial literacy; such as saving money, opening bank accounts, linking Aadhaar card to bank account, using various e-commerce payment systems, etc.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projector, White board/ flip chart, Marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
POS machine	



## Module 10: Introduction to Employability Skills

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101, V1.0*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <1:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Constitutional values - Citizenship

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	

## Tools, Equipment and Other Requirements

### Becoming a Professional in the 21st Century

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

#### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

### Basic English Skills

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

#### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> </ul>

	<ul style="list-style-type: none"> <li>Read and interpret text written in basic English</li> <li>Write a short note/paragraph / letter/e-mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Communication Skills

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <1:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the importance of active listening for effective communication</li> <li>Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Diversity & Inclusion

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Financial and Legal Literacy

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration:</b> <1:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Essential Digital Skills

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration:</b> <1:00>	<b>Duration:</b> <2:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in today's life</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Create sample word documents, excel sheets and presentations using basic features</li> <li>• Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Entrepreneurship

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <3:00>	<b>Duration:</b> <4:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the types of entrepreneurship and enterprises</li> <li>• Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>• Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids:</b>	

Whiteboard, marker pen, projector

### Tools, Equipment and Other Requirements

## Customer Service

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <1:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Getting ready for apprenticeship & Jobs

*Mapped to Introduction to Employability Skills DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>Perform a mock interview</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: On-the-Job Training

*Mapped to Glycerin base Soap, BWS/N4204*

*Mapped to Organic Soap BWS/N4203*

<b>Mandatory Duration: 30:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<p><b>Terminal Outcomes</b></p> <ul style="list-style-type: none"> <li>• Perform the step by step process of making glycerin soaps and organic soaps</li> <li>• Perform the process of unmolding, cutting, curing and hardening the soap</li> <li>• Demonstrate the methods of wrapping and storing the soaps.</li> <li>• Explain the different composition and concentration of oils, essential oils and other ingredients to benefit skin, hair and personal sensitivities.</li> <li>• List and identify the allergens in soap that are not suitable for skin and personal sensitivities.</li> <li>• Explain the proper storage of essential oils and organic soaps, to retain its maximum benefits.</li> </ul>	



## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
10th grade pass	Manufacturing line	2	Manufacturing line	2	Soap making/manufacturing	

Trainer Certification	
Domain Certification	Platform Certification
BWS/Q4201, V1.0 Trainer Minimum accepted score is 80%	Trainer is certified for the job role "Trainer (VET and skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> grade pass	Manufacturing line	3	Manufacturing line	2	Soap making/manufacturing	

Assessor Certification	
Domain Certification	Platform Certification
BWS/Q4201, V1.0 Assessor Minimum accepted score is 80%	Assessor is certified for the job role "Assessor (VET and skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0". The minimum accepted score is 80%.



## Assessment Strategy

### Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, B&WSSC will certify the learners. Assessor has to pass assessment of theoretical knowledge of the job role and approved by B&WSSC.

The assessment will have both theory and practical components in 20:80 ratios. While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

### Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved B&WSSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. The question paper is pre-loaded in the computer (incase of online assessment) and it will be in the language requested by the training partner.

Presentation will be one mode of assessment and so computers and LDC projector will be available for assessment. Viva will also be used to gauge trainee's confidence and correct knowledge in handling job situations.

### Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP



evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge based assessment area, the second batch must be taken from the main waiting area and seated in the respective seats for their knowledge based assessment.

For practical, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

The assessment will be video recorded and submitted to B&WSSC. The training partner will intimate the time of arrival of the assessor and time of leaving the venue.

### Methods of Validation

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Aadhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to B&WSSC.

Random spot checks/audit is conducted by B&WSSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SIP.

B&WSSC will also validate the data and result received from the assessment agency.

### Method of assessment documentation and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be



validated by B&WSSC assessment team. After upload, only B&WSSC can access this data. B&WSSC approves the results within a week and uploads on SIP

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<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>	Terminal 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.

## Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards

