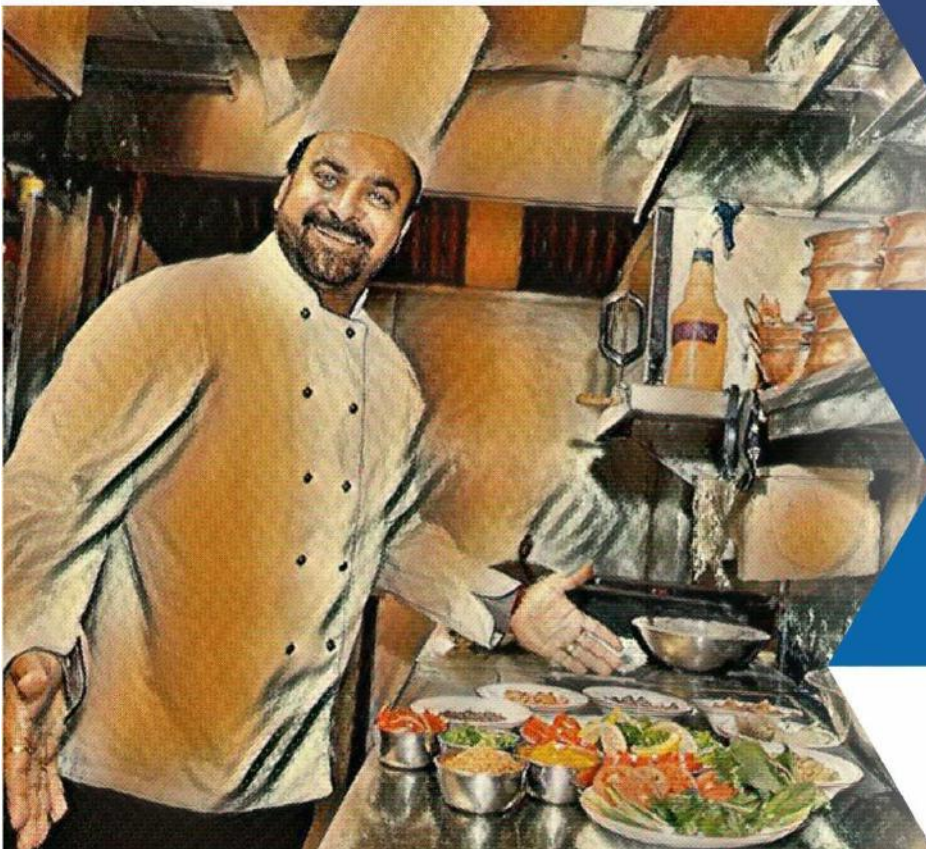


# Soft Skills

Cooking and Baking Trade Group





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# Introduction



## Section 1: Introduction of Toolkit

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# 1

## Introduction of Tool-kit

For the students, many activities have been included in Examination and Evaluation Toolkit that will help analyzing what Cooking and Baking trade group students have learnt from the Soft skills training course and how much they benefitted from it. This Evaluation process consists of two steps:

**Examinations** will be a continuous process for which instructor will use different methods from start until the end of the course. The purpose of these exams is to evaluate the knowledge, information and skills of the students. For this approach, methods like pre-test, homework, behavior and participation, post-test and final examinations will be used. Detail of some of the methods is given below.

No.	Method of Examination	Explanation
1	Pre-Test	In the beginning of the course or session, the pre-test helps to assess the students' knowledge, information and skills.
2	Homework	Tasks assigned in each session to be completed at home. The purpose is to understand and assess their seriousness regarding the topic.
3	Behavior and Participation	Will help to evaluate the class participation, attendance, mutual correlation and personal development as well as performance.
4	Post-Test	Will help to evaluate the knowledge, information and skills of the students after the conclusion of session.
5	Final Examination	The final examination will evaluate the knowledge and information learned, as well as the applicability of these learnt skills in practical life.

These methods of examination consist of all those topics that are parts of this curriculum or training course. A report card is also designed to share the results of these examinations, which is included in this toolkit.

**Evaluation and Analysis** will be performed during and after the course. Evaluation of the 'Soft Skills Course' can be performed through PSDF evaluation team, evaluation team of the training organization or by some third party organization. Its purpose will be to evaluate the changes that may occur within the knowledge, information, skills and behavior of students attending the course. Two levels are proposed for this evaluation:

For the practical application of evaluation method, key indicators and tools are developed which include presentation, workbook assessment, observation and instructor's opinion.



Level of Evaluation	Who will Perform	When to Use
Examination/Assessment	<ul style="list-style-type: none"> <li>▪ Persons related to training organization.</li> <li>▪ Instructor.</li> <li>▪ Examination staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At the beginning of each session or class.</li> <li>▪ During each session or class.</li> <li>▪ At the end of each session or class.</li> <li>▪ At the end of course.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>▪ Evaluation team of PSDF</li> <li>▪ Evaluation team of training organization.</li> <li>▪ External independent/impartial organization.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At the end of course.</li> </ul>



# Examinations



Examination/Assessment		
2.1	Method and Process of Examination	5
2.2	Soft skills training course – Test no. 1	9
2.3	Soft skills training course – Test no. 2	11
2.4	Soft skills training course – Test no. 3	15
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2.7	Soft skills training course – Test no. 6	21
2.8	Soft skills training course – Test no. 7	23
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### 3.1 Exercises for pre- and post-test

For the stage of learning for each session/topic of 'Soft Skills', an exercise will be performed using pre- and post-test method. This exercise will be done at the start and end of each session/topic in the form of pre- and post-test respectively, having duration of 15 minutes. Pre- and post-test will consist of yes/no answers of questions to gauge the understanding level of the students. These exercises will help to test specific information and understanding. They will answer the question in the form of Yes or No. These tests are in simple language so that the students can understand them easily. During the test, instructor should read out the questions of test and elaborate any difficult words. He should keep the track of time and collect and tally (according the number of students) the filled out answer sheets after 15 minutes.

### 3.2 Exercises for pre- and post-test

Instructor will conduct the pre-/post-test. At the end of the test, the students will give him their filled-in forms. Prior to giving the post-test, pre-test results will not be shared with students so that the answers of both tests can be compared in an effective manner. At the end of each session, the instructor will prepare individual as well as class reports for the entire class which can be sent to a neutral team later on.

Remember that, in total, 8 pre-tests and post-tests will be taken, containing 10 questions each. So, the total marks of questions will be 80. For each correct answer, 0.25 marks will be given, thus the total marks of each test will be 2.5 and of all eight tests total marks will be 20. In the final results, these will be counted as 20 percent. Samples of pre- and post- tests no. 1-8 are provided on pages 9-26.

### 3.3 Homework

Homework exercises are an important part of each module, which helps to memorize the topics covered in class. In each session or topic, different concepts and skills are elaborated through stories, group work, individual exercises or role-play. It is also assured that students can work on concerned topic as homework so that they can have more clarity and understanding. Each session ends with homework. These exercises are designed as a practical example of things learned. Homework consists of 8 exercises, with each exercise having 2 marks (total marks 16). In the final results, these will be counted as 17 percent. Instructor will check the homework of each student and give marks. Homework no. 1-08 is provided in



student's handbook, the detail of which is given below:

Homework No.	Page no.	Homework no.	Page no.
Homework 1	15	Homework 2	25
Homework 3	36	Homework 4	47
Homework 5	60	Homework 6	69
Homework 7	80	Homework 8	95

### 3.4 Attitude and performance within Class

Knowledge and information of Soft skills is important as well as attitude, participation and performance of the students, which should be evaluated in connection to curricular activities. Students will be evaluated during course in this regard. For this purpose, their record and observation will be assessed to evaluate their performance on the following standard. During the course, instructor will give final marks to the students on the basis of the following characteristics.

No.	Characteristics	Marks
1	Punctuality (coming to class on time, providing the exercise according to specified time, etc.)	5
2	Total attendance	5
3	Participation	5
4	Personal development and growth	5
Total Marks: 20		20

20 marks have been assigned for attitude and performance; that are 21% of total marks.

### 3.5 Final Examination

Final examination will be conducted at the end of course, which consists of 9 questions. These questions present the crux of different topics of training course and will help to gauge the knowledge and skills learning level of the students. Theoretical as well as practical aspects are also covered in this exam. Practical topic includes a 2 minutes presentation on a specific topic. Students will express their learnt skills in this presentation. Each correct answer of final examination will be of 1 mark (total marks 9) and presentation of 10 marks. Total marks of final exam will be counted as





20 percent. Question paper for final exam is provided on page 26-30.

### 3.6 Summary of Examination Marks

Different Examinations/Exercises	Total Marks of Exercise	Percentage of Marks of overall Evaluation
Pre- and Post-Test	0.25 marks for each correct answer (20)	21%
Homework/Exercises	2 marks for each exercise - total 8 exercises (16)	17%
Attitude and Performance	5 marks for attitude and performance (20)	21%
Final Examination	09 marks for 8 question, 10 of presentation (19)	20%

### 3.7 Report Card

Report card gives an overall assessment of student's performance. This will include pre- and post-tests, homework exercises, in-class attitude, performance and result of final examination. Last section of report card will provide instructor's opinion about the student, including his conduct, personality, skill-set, job preparation and other skills. A sample of report card is given on page 32.

### 3.8 Result sheet for entire class

From start to end, every instructor of Soft skills training course must compile the results of the students of his class so that he is well aware of each student's performance and available for any internal or external inspection team. Sample of result sheet is given on page 34.

## Pre and Post Test.

### Training Course of Soft Skills – Test no. 1

<b>Date:</b>		<b>Test:</b>	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
<b>Topic:</b>	Work Ethic	<b>Name of Student:</b>		
<b>Trade Group:</b>		<b>Training Institute:</b>		
<b>Total Marks:</b>	10	<b>Duration:</b>	15 minutes	
<b>Marks Obtained:</b>		<b>Percentage:</b>		

Instructions: Please mark the following statements as True or False.

No.	Statements	True/False
1.	Work ethic reflects one's personality.	
2.	It is not necessary to include cleanliness in work ethic.	
3.	Not reusing leftover food of customer is not included in work ethic.	
4.	Providing a safe working environment for staff is not an aspect of work.	
5.	Sincerity in work and punctuality are a part of a cooking and baking worker's work ethic.	
6.	Honesty and sincerity in work is not always necessary and can be occasionally compromised.	
7.	Good and respectful attitude toward staff reflects your good personality.	
8.	Better working environment and health safety is also included in work ethic.	
9.	Restaurant or bakery owners must treat female workers equally.	
10.	Hygiene and thorough cooking of food is necessary for cooking and baking staff.	



### Answer Sheet.

#### Soft Skills Training Course– Test no. 1

No.	Statements	True/False
1.	Work ethic reflects one's personality.	True
2.	It is not necessary to include cleanliness in work ethic.	False
3.	Not reusing leftover food of customer is not included in work ethic.	False
4.	Providing a safe working environment for staff is not an aspect of work.	False
5.	Sincerity in work and punctuality are a part of a cooking and baking worker's work ethic.	True
6.	Honesty and sincerity in work is not always necessary and can be occasionally compromised.	False
7.	Good and respectful attitude toward staff reflects your good personality.	True
8.	Better working environment and health safety is also included in work ethic.	True
9.	Restaurant or bakery owners must treat female workers equally.	True
10.	Hygiene and thorough cooking of food is necessary for cooking and baking staff.	True





### Pre and Post Test.

#### Training Course of Soft Skills – Test no. 2

Date:		Test:	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
Topic:	Attention to detail in cooking and baking.	Name of Student:		
Trade Group:		Training Institute:		
Total Marks:	10	Duration:	20 minutes	
Marks Obtained:		Percentage:		

No.	Statements	True/False
1.	Examination is possible without attention to detail.	
2.	By giving attention to detail, you do not give much importance to feedback from others.	
3.	Cooking recipe, ingredient recipe and garnishing is necessary for attention to detail.	
4.	Enhancing attention to detail, managing time, and postponing less important tasks is necessary.	
5.	Sometimes attention to detail may cause conflicts.	
6.	Attention to detail is an ability to complete a task properly.	
7.	Attention to detail is necessary for better performance.	
8.	It is not necessary to give attention to detail; neither is doing your job properly.	
9.	Attention to detail is the first step on the path of your success.	
10.	Standard food and taste is possible only through attention to detail.	
11.	Preparing food according to recipe is not a part of attention to detail.	





No.	Statements	True/False
12.	It is not necessary to use separate containers for mixing, grinding and storing of spices.	
13.	Garnishing of prepared items exhibits your painstaking, hard work and attention to detail.	
14.	It is not wrong to use mobile phone or watch TV while preparing food.	
15.	Getting feedback of prepared food can enhance your standard.	
16.	Attention to detail in cooking and baking eradicates the possibility of mistakes and helps in winning the trust of supervisor.	
17.	It is not necessary to follow the written recipe all the time, sometimes you can also do some innovation.	
18.	Attention to detail while preparing food may reduce the possibilities of complaint.	
19.	Arrangement of cooking pots and machinery, or precise allocation of ingredients is not included in attention to detail.	
20.	Maintaining proper temperature while packing food is also a part of attention to detail.	



## Answer Sheet.

### Soft Skills Training Course– Test no. 2

No.	Statements	True/False
1.	Examination is possible without attention to detail	False
2.	By giving attention to detail, you do not give much importance to feedback from others.	False
3.	Cooking recipe, ingredient quantity and garnishing is necessary for attention to detail.	True
4.	Enhancing attention to detail, managing time, and postponing less important tasks is necessary.	True
5.	Sometimes attention to detail may cause conflicts.	False
6.	Attention to detail is an ability to complete a task properly.	True
7.	Attention to detail is necessary for better performance.	True
8.	It is not necessary to give attention to detail; neither is doing our job properly.	False
9.	Attention to detail is the first step on the path of your success.	True
10.	Standard food and taste is possible only through attention to detail.	True
11.	Preparing food according to recipe is not a part of attention to detail.	False
12.	It is not necessary to use separate containers for mixing, grinding and storing of spices.	False
13.	Garnishing of prepared items exhibits your painstaking, hard work and attention to detail.	True
14.	It is not wrong to use mobile phone or watch TV while preparing food.	False
15.	Getting feedback of prepared food can enhance your standard.	True
16.	Attention to detail in cooking and baking eradicates the chances of mistakes and helps in winning the trust of supervisor.	True
17.	It is not necessary to follow the written recipe all the time, sometimes you can also do some innovation.	False
18.	Attention to detail while preparing food may reduce the possibilities of complaint.	True
19.	Arrangement of cooking pots and machinery or precise allocation of ingredients is not included in attention to detail.	False
20.	Maintaining proper temperature while packing food is also a part of attention to detail.	True





### Pre and Post Test.

#### Training Course of Soft Skills – Test no. 3

Date:		Test:	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
Topic:	Communication and networking skills in cooking and baking trade group.	Name of Student:		
Trade Group:		Training Institute:		
Total Marks:	10	Duration:	15 minutes	
Marks Obtained:		Percentage:		

No.	Statements	True/False
1.	Communication is possible by verbal means only.	
2.	Feedback plays an important role in effective communication.	
3.	Listening is not an essential skill of communication.	
4.	Interruption during conversation is necessary for better listening.	
5.	Increase in information and betterment of relations are main advantages of communication.	
6.	Facial expressions play a key role in good or bad communication.	
7.	Physical proximity during conversation may make communication more effective.	
8.	Eye contact is not important during conversation with customer.	
9.	Your body movements express your personality to the other party even before the start of conversation.	
10.	Good writing skills reflect professionalism and strengthen your reputation.	





### Answer Sheet.

#### Soft Skills Training Course– Test no. 3

No.	Statements	True/False
1.	Communication is possible by verbal means only.	False
2.	Feedback plays an important role in effective communication.	True
3.	Listening is not an essential skill of communication.	False
4.	Interruption during conversation is necessary for better listening.	False
5.	Increase in information and betterment of relations are main advantages of communication.	True
6.	Facial expressions play a key role in good or bad communication.	True
7.	Physical proximity during conversation may make communication more effective.	False
8.	Eye contact is not important during conversation with customer.	False
9.	Your body movements express your personality to the other party even before the start of conversation.	True
10.	Good writing skills reflect professionalism and strengthen your reputation.	True



## Pre and Post Test.

### Training Course of Soft Skills – Test no. 4

<b>Date:</b>		<b>Test:</b>	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
<b>Topic:</b>	Teamwork.	<b>Name of Student:</b>		
<b>Trade Group:</b>		<b>Training Institute:</b>		
<b>Total Marks:</b>	2.5	<b>Duration:</b>	15 minutes	
<b>Marks Obtained:</b>		<b>Percentage:</b>		

No.	Statements	True/False
1.	Consensus of every member of the team is not necessary.	
2.	Cooperation among all group members and full utilization of potential is called teamwork.	
3.	Staying away from conflict is not always necessary for a good worker.	
4.	Individuals assisting in cooking and baking tasks but are not directly involved, are not part of team.	
5.	Not every member of team is required to solve the problems, and any one person can do this.	
6.	During teamwork, giving feedback to each other is necessary for better performance.	
7.	In teamwork, you are required to focus on your task only.	
8.	Sometimes giving suggestions to some member affects teamwork and may also cause delay.	
9.	Quality work within stipulated time is a sign of a good team.	
10.	In case of good work, only the team leader is successful, but not the other team members.	



### Answer Sheet.

#### Soft Skills Training Course– Test no. 4

No.	Statements	True/False
1	Consensus of every member of the team is not necessary.	False
2.	Cooperation among all group members and full utilization of potential is called teamwork.	True
3.	Staying away from conflict is sometimes not necessary for a good worker.	False
4.	Individuals assisting in cooking and baking tasks but are not directly involved, are not part of team.	True
5.	Not every member of team is required to solve the problems, and any one person can do this.	False
6.	During teamwork, giving feedback to each other is necessary for better performance.	True
7.	In teamwork, you are required to focus on your task only.	False
8.	Sometimes giving suggestions to some member affects teamwork and may also cause delay too.	False
9.	Quality work within stipulated time is a sign of a good team.	True
10.	In case of good work, only the team leader is successful, but not the other team members.	False





### Pre and Post Test.

#### Training Course of Soft Skills – Test no. 5

Date:		Test:	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
Topic:	Time Management	Name of Student:		
Trade Group:		Training Institute:		
Total Marks:	2.5	Duration:	15 minutes	
Marks Obtained:		Percentage:		

No.	Statements	True/False
1.	Through time management, we can control our mental stress.	
2.	Playing games or having long conversations on mobile during work does not waste time.	
3.	Good time management enhances your reputation.	
4.	Lack of target is not a hindrance in time management.	
5.	Completion of task on time may incur additional responsibilities.	
6.	More work in less time is the cause of mental stress.	
7.	Using a To-do list for cooking or baking makes time management easy.	
8.	It is not necessary that better time management results in enhancement of your performance.	
9.	Proper completion of task, as well as time management, is necessary.	
10.	Completion of order within stipulated time enhances your reputation.	





### Answer Sheet.

Soft Skills Training Course– Test no. 5

No.	Statements	True/False
1	Through time management, we can control our mental stress.	True
2.	Playing games or having long conversations on mobile during work does not waste time.	False
3.	Good time management enhances your reputation.	True
4.	Lack of target is not a hindrance in time management.	False
5.	Completion of task on time may incur additional responsibilities.	False
6.	More work in less time is the cause of mental stress.	True
7.	Using a To-do list for cooking or baking makes time management easy.	True
8.	It is not necessary that better time management results in enhancement of your performance.	False
9.	Proper completion of task, as well as time management, is necessary.	True
10.	Completion of order within stipulated time enhances your reputation.	True







### Pre and Post Test.

#### Training Course of Soft Skills – Test no. 6

Date:		Test:	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
Topic:	Problem Solving	Name of Student:		
Trade Group:		Training Institute:		
Total Marks:	2.5	Duration:	15 minutes	
Marks Obtained:		Percentage:		

No.	Statements	True/False
1.	Better problem-solving guarantees your success.	
2.	Identification of the problem is not necessary for finding a solution.	
3.	Using your creative capacities during cooking helps you to find early solutions of problems.	
4.	Problem-solving saves money.	
5.	Problem-solving often causes loss.	
6.	Finding a solution during work wastes time.	
7.	Solving problems during cooking is not necessary for the cook; it is the responsibility of the owner.	
8.	Giving importance to the attitudes and moods of your colleagues may solve all the problems.	
9.	Only the restaurant owner can analyze the results.	
10.	Selection of the appropriate solution and its application can enhance your performance, as well as customer satisfaction.	





### Answer Sheet.

#### Soft Skills Training Course– Test no. 6

No.	Statements	True/False
1.	Better problem-solving guarantees your success.	True
2.	Identification of the problem is not necessary for finding a solution.	False
3.	Using your creative capacities during cooking helps you to find early solutions of problems.	True
4.	Problem-solving saves money.	True
5.	Problem-solving often causes loss.	False
6.	Find a solution during work wastes time.	False
7.	Solving problems during cooking is not necessary for the cook; it is the responsibility of the owner.	False
8.	Giving importance to the attitudes and moods of your colleagues may solve all the problems.	False
9.	Only the restaurant owner can analyze the results.	False
10.	Selection of the appropriate solution and its application can enhance your performance, as well as customer satisfaction.	True





### Pre and Post Test.

#### Training Course of Soft Skills – Test no. 7

Date:		Test:	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
Topic:	Occupational Health and Safety	Name of Student:		
Trade Group:		Training Institute:		
Total Marks:	2.5	Duration:	15 minutes	
Marks Obtained:		Percentage:		

No.	Statements	True/False
1.	Giving preference to occupational health and safety is not important.	
2.	Ensuring occupational health and safety and better work environment is necessary for bakery owners.	
3.	Hygiene principles include only your own health but not food quality.	
4.	Wearing wristwatch, ring or bangles does not affect cooking process.	
5.	Occupational health and hygiene, as well as personal cleanliness, are important.	
6.	During an emergency, it is enough to inform the concerned officials.	
7.	Care is necessary to shift machinery and material from one place to another.	
8.	Materials affected by fungus, or expired spices, can be used in cooking or baking, because this does not affect the taste.	
9.	Occupational health and hygiene means preparing food which does not cause harm to consumers.	
10.	Use of apron while cooking or baking is not necessary.	





### Answer Sheet.

#### Soft Skills Training Course– Test no. 7

No.	Statements	True/False
1.	Giving preference to occupational health and safety is not important.	False
2.	Ensuring occupational health and safety and better work environment is necessary for bakery owners.	True
3.	Hygiene principles include only your own health but not food quality.	False
4.	Wearing wristwatch, ring or bangles does not affect cooking process.	False
5.	Occupational health and hygiene, as well as personal cleanliness, are important.	True
6.	During an emergency, it is enough to inform the concerned officials.	True
7.	Care is necessary to shift machinery and material from one place to another.	True
8.	Materials affected by fungus, or expired spices, can be used in cooking or baking, because this does not affect the taste.	False
9.	Occupational health and hygiene means preparing food which does not cause harm to consumers.	True
10.	Use of apron while cooking or baking is not necessary.	False





### Pre and Post Test.

#### Training Course of Soft Skills – Test no. 8

Date:		Test:	<input type="checkbox"/> Pre	<input type="checkbox"/> Post
Topic:	Identification and Preparation of Job	Name of Student:		
Trade Group:		Training Institute:		
Total Marks:	2.5	Duration:	15 minutes	
Marks Obtained:		Percentage:		

No.	Statements	True/False
1.	Anywhere and any kind of job should be accepted.	
2.	Newspaper is the only source of knowledge about any vacancy or job.	
3.	Curriculum Vitae (CV) depicts our personal, educational and professional capacities.	
4.	You can add your surname in your CV, e.g. Khalid Mehmood aka Shaheen.	
5.	Important information should be given in the upper portion of CV.	
6.	Cover letter and CV contain the same information.	
7.	In a cover letter, you also describe what benefits you can offer to employer or company.	
8.	Work experience and necessary documents ensure good interview.	
9.	During an interview, focus on your qualities and forget your deficiencies.	
10.	Ask about salary during or immediately after the interview.	





### Answer Sheet.

#### Soft Skills Training Course– Test no. 8

No.	Statements	True/False
1.	Anywhere and any kind of job should be accepted.	False
2.	Newspaper is the only source of knowledge about any vacancy or job.	False
3.	Curriculum Vitae (CV) depicts our personal, educational and professional capacities.	True
4.	You can add your surname in your CV, e.g. Khalid Mehmood Shaheen.	False
5.	Important information should be given in the upper portion of CV.	True
6.	Cover letter and CV contain the same information.	False
7.	In a cover letter, you also describe what benefits you can offer to employer or company.	True
8.	Work experience and necessary documents ensure good interview.	False
9.	During an interview, focus on your qualities and forget your deficiencies.	True
10.	Ask about salary during or immediately after the interview.	False







### Final Test/Exam

Date:		Name of the student:	
Roll no.		Trade group:	
Training institute:		Total marks:	8
Duration:	08 minutes	Marks obtained:	

1. Tick mark (✓) the Soft Skills from the following:

<input type="checkbox"/>	Driving	<input type="checkbox"/>	Communication with co-workers at workplace
<input type="checkbox"/>	Cooking or baking	<input type="checkbox"/>	Purchasing materials
<input type="checkbox"/>	Reaching the workplace on time	<input type="checkbox"/>	Watching innovative recipes on TV
<input type="checkbox"/>	Completing the day's work	<input type="checkbox"/>	Receiving complete bill of food from customer
<input type="checkbox"/>	Following the health and hygiene principles	<input type="checkbox"/>	Full focus during food preparation

2. What are the ingredients of general work ethic? Tick mark (✓) the right answers from the following:

Respecting others	Dumping the extra food	Punctuality	Hygiene	Reusing waste food

3. What is meant by attention to detail? Tick mark (✓) the right answers from the following:

Good reputation	Distraction	Completion of tasks in sequence	Waste of time	Misunderstanding





4. What are the means of communication in cooking and baking? Tick mark (✓) the right answers from the following:

Verbal	Verbal, written and gestures	Signs and gestures	In writing	Listening and speaking

5. What are the attributes of a good team player? Tick mark (✓) the right answers from the following:

He does not interfere in other's work	He utilizes his full potential	He does not advise his colleagues	He focuses only on his own work	He does not indulge in conflicts

6. What is meant by "Spend your day or let your day spend you?"

Appropriate use of resources	Diligence	Teamwork	Time management

7. What are the hindrances in the process of problem-solving? Tick mark (✓) the right answers from the following:

Waste of time	Analysis of outcomes	Financial loss	Increase in customers	Identification of problem

8. What health and safety measures are necessary while cooking and baking? Tick mark (✓) the right answers from the following:

Not using an apron	Using expired spices	Unplugging the electric devices after use	Cleaning the machinery by washing	Appropriate distance from oven or fire



9. What is necessary for a job interview? Tick mark (✓) the right answers from the following:

Proper preparation for interview	Cover letter	CV	Proper references	Skill and education

## Answers Sheet – Final test/Exam

1. Tick mark (✓) the Soft Skills from the following:

<input type="checkbox"/>	Driving	<input checked="" type="checkbox"/>	Communication with co-workers at workplace
<input type="checkbox"/>	Cooking or baking	<input type="checkbox"/>	Purchasing materials
<input checked="" type="checkbox"/>	Reaching the workplace on time	<input type="checkbox"/>	Watching innovative recipes on TV
<input checked="" type="checkbox"/>	Completing the day's work	<input type="checkbox"/>	Receiving complete bill of food from customer
<input checked="" type="checkbox"/>	Following the health and hygiene principles	<input checked="" type="checkbox"/>	Full focus during food preparation

2. What is included in general work ethic?

Respecting others	Dumping the extra food	Punctuality	Hygiene	Reusing waste food
✓		✓	✓	

3. What is meant by attention to detail?

Good reputation	Distraction	Completion of tasks in sequence	Waste of time	Misunderstanding
✓		✓		

4. What are the means of communication in cooking and baking?

Verbal	Verbal, written and gestures	Signs and gestures	In writing	Listening and speaking
	✓			

5. What are the attributes of a good team player?

He does not interfere in other's work	He utilizes his full potential	He does not advise his colleagues	He focuses only on his own work	He does not indulge in conflicts
	✓			✓

6. What is meant by "Spend your day or let your day spend you?"

Appropriate use of resources	Diligence	Teamwork	Time management
			✓

7. What are the hindrances in the process of problem solving?

Waste of time	Analysis of outcomes	Financial loss	Increase in customers	Identification of problem
	✓			✓

8. What health and safety measures are necessary while cooking and baking?

Not using an apron	Using expired spices	Unplugging the electric devices after use	Cleaning the machinery by washing	Appropriate distance from oven or fire
		✓		✓

9. What is necessary for a job interview?

Proper preparation for interview	Cover letter	CV	Proper references	Skill and education
✓	✓	✓		✓

### Final examination with presentation:

Total marks:	11
Duration:	2 minutes
Topic:	State three of the skills you learned through Soft skills training course which are (in your view) most important for your professional life, and explain the reasons.
Criterion of marking:	<ul style="list-style-type: none"><li>○ Grip on topic. (4 marks)</li><li>○ Speaking with confidence. (2 marks)</li><li>○ Elaboration of topic and use of examples (1 marks)</li><li>○ Non-verbal communication e.g. gestures, facial expressions, smile etc. (2 marks)</li><li>○ Physical appearance e.g. dress, cleanliness etc. (2 marks)</li></ul>



## Soft Skills Training Course

### Report Card

Date:		Name of the Student:	
Roll no.		Trade Group:	
Training institute:		Instructor:	

#### Part I – Behavior and performance in class

Points for assessment	Marks obtained	Total marks
Punctuality		5
Total Attendance		5
Participation		5
Personal development and growth		5
Grand Total		20

#### Part II – performance in exercises and exams:

Exercises and Tests	Marks obtained	Total marks
Marks in post-test		20
Homework exercises		16
Final exam with presentation		19
Total marks:		75

#### Part III – Level/Grade

Highest marks in class	Level/Grade	Marks Obtained	Total Marks
			100*

\* 20 marks for behavior and performance in class, and 75 marks for exercises and results of exams, total 95 marks.



Level or grade will be awarded according to following criterion:

Marks	Grade	Remarks
91-100	A+	With Distinction
81-90	A	Excellent
71-80	B+	Very Good
61-70	B	Good
51-60	C	Satisfactory
41-50	D	Passing marks
<40	F	Fail

**Part IV – Instructor’s opinion about the student:**

Signature: .....	Date: .....
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## Result Sheet of Entire Class

Soft Skills Assessments Score																			
TSP Name	Session Start Date:											Instructor Name:							
	Date	Student Name 1	Student Name 2	Student Name 3	Student Name 4	Student Name 5	Student Name 6	Student Name 7	Student Name 8	Student Name 9	Student Name 10	Student Name 11	Student Name 12	Student Name 13	Student Name 14	Student Name 15	Student Name 16	Student Name 17	
Assesment 1																			
Assesment 2																			
Assesment 3																			
Assesment 4																			
Assesment 5																			
Assesment 6																			
Assesment 7																			
Assesment 8																			
Presentation																			
Final Exam																			
Remarks																			



# Evaluation



## Section 3: Evaluation

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#### 4.1 Monitoring Indicators for Evaluation

Evaluation team should know on what basis they will assess the knowledge, skills and practical measures of the students. For this purpose, indicators of change are developed according to each topic or session, so that overall changes through the course, vis-a-vis the objectives of different topics, can be assessed. These indicators are suggested for two levels, i.e. during course and post-course. While developing the indicators of change, it was made sure that things learned are viewed practically. We can assess each student or student group according to these possible indicators.

Topics of the course includes work ethic, communication skills, attention to detail during cooking and baking, time management, teamwork, problem solving, and occupational health which are related to routine and professional life of the students. Indicators for each topic and sub-topic are given below.

Indicators of Change
<b>Work Ethic for cooking and baking work</b>
Ensuring attendance and punctuality.
Observing the agreed discipline of class or restaurant or bakery.
Keep the workplace clean (table, knife, forks, floor, garbage bucket, extra material).
Repair and maintenance of oven, devices, machines and other equipment.
Preparation of food and other items as per recipe and quality control.
Using ingredients or spices according to work order or instructions.
Wearing appropriate dress or uniform, using apron, gloves and cap if needed.
Observing health and safety instructions, or SOPs regarding kitchen and oven.
Cooperating with or helping other students/machine operators.
Keeping in mind the pleasure and health of consumers.
Accepting the responsibility and consequences of prepared or presented food items.
<b>Attention to Detail during cooking and baking</b>



### Indicators of Change

Understanding and describing the responsibilities before, during and after preparation of food and other items.

Understanding, reading or listening and following the instructions or work order for food or other items.

Selecting appropriate utensils and materials for food preparation and using them in a systematic way.

Taking and using ingredients, materials or spices as per recipe.

Preparation of food or other items within stipulated time.

Managing the temperature for cooking.

Observing hygiene principles in cooking process.

Checking the performance of machines and devices.

Giving attention to personal hygiene (hands, nails, hair).

Presenting or packing prepared food or items in a quality manner.

### Communication Skills

Understanding and describing professional skills as cook, chef or baker.

Talking and asking question without hesitation during class or work.

Talking to teacher/employer/supervisor/students/workers without any fear.

Giving and taking orders or instructions.

Listening to and following the instructions or order.

Reading the written order or recipe and acting upon it.

Telling about prepared food or items and presenting them.

Identifying and understanding the abbreviations, signs or colors in work order, instructions or recipe.

Understanding and using certain signs or code words during work.

Writing the order, recipe, instructions or report according to standard format.





<b>Indicators of Change</b>
<b>Team Work</b>
Giving importance to teamwork in daily routine and work.
Identifying and valuing people involved in cooking, baking and presenting.
Working as a team and encouraging others.
Helping and guiding others if needed.
<b>Time Management</b>
Valuing time in your routine life and job.
Linking cooking, baking and presenting process with time and performance.
Using oven, machine and devices at proper time.
Completing and presenting the order received on time.
Abstaining from time wasting elements in kitchen or baking point.
Abstaining from phone, gossip, mobile games, facebook, eating & drinking, stray walk and negligence.
<b>Problem Solving</b>
Having a know how to deal with problems faced in kitchen, baking point, restaurant or bakery.
Managing these problems in a cool manner.
Considering possible solutions and choosing applicable ways.
Taking actions to solve the problems and improving your work.
Making substitute arrangements or resetting the target in case of breaking down of machine or devices.
<b>Occupational Health, Hygiene and Safety</b>
Understanding and describing the principles of health, hygiene and safety for kitchen, baking point, restaurant and bakery.
Cleanliness of workplace, table, devices, materials and ingredients.





Indicators of Change
Keeping knives, forks and other devices in order and using them in a safe way.
Using electric devices according to instructions, asking for help in case of emergency.
Proper management of air, light and exhaust.
Understanding and preventing the sources of bacteria.
Observing the principles of personal hygiene, health and safety,
Identification and Preparation of Job
Identifying a better job for you.
Using different sources to search a job, i.e. newspaper, websites, social media, etc.
Preparing your cover letter and CV.
Understanding and describing different aspects of interview.

## 4.2 Evaluation Method

Separate tools are developed for evaluation which can be amended by evaluation team as per their requirements. These methods include oral questions, presentations, exercises and observations, so that the performance of the students can be assessed, and evaluator is able to give them marks on the basis of their performance. In this way, the level of increase in the skill can be assessed. This assessment can be linked with the exams or surveys of training institute for comparison purpose.

Three methods are suggested during course evaluation through which the students can be assessed. A checklist is provided for each method to facilitate evaluation team:

No.	Method	Description
1	<b>Presentation (by the students)</b>	Evaluators will observe and assign marks in the light of checklist. There are two ways to prepare this presentation. Students can describe the utility of some dish (e.g. haandi, rice, fish, etc) or can adopt any topic (like My Pakistan, My Training Course, Who Am I, My Professional Future, etc.) Total duration is 5-10 minutes.
2	<b>Checking the work book and</b>	Workbook of each student will be checked according to checklist provided and current situation of the student will be







	<b>observation</b>	observed to give marks.
3	<b>Instructor's opinion</b>	In this method, some information will be obtained from instructor according to checklist provided. Marks will be given according to instructor's opinion. Instructor can be asked to provide attendance register, report card, and answer sheet or homework book for evidence





### Evaluation of soft skills learnt during course

Date:		Name of the student:	
Department:		Training institute:	
Name of trainer/ instructor:		Venue:	
Total Marks:	185	Marks obtained:	
<i>Marking Criteria:</i>			
Below Standard 1 (0-40%)		Above Standard 4 (71-86%)	
Occasionally According to Standard 2 (41-55%)		Above standard 5 (87-100%)	
According to Standard 3 (56-76%)			

Indicators for evaluation	Total Marks	Marks Obtained
<b>1) Presentation</b>		
<b>Communication Skills in cooking and baking</b>		
Understanding and describing professional skills as cook, chef or baker.	5	
Giving an introduction to classmates and teachers without hesitation.	5	
Talking and asking question without hesitation during class or work.	5	
Talking to teacher/employer/supervisor/students/workers without any fear.	5	
Telling about prepared food or items and presenting them.	5	
<b>Total</b>	<b>25</b>	
<b>2) Checking the workbook and observation</b>		
Keeping your dress, shoes and hairs in order.	5	
Wearing appropriate dress or uniform, using apron, gloves and cap if needed.	5	
Observing health and safety instructions or SOPs regarding	5	





Indicators for evaluation	Total Marks	Marks Obtained
kitchen and oven.		
Working as a team and encouraging others.	5	
Ensuring attendance and punctuality.	5	
<b>Total</b>	<b>25</b>	
<b>3) Trainer/Instructor's opinion</b>		
<b>Work Ethic for cooking and baking</b>		
Observing the agreed discipline of class or restaurant or bakery.	5	
Cleanliness of workplace, table, devices, materials and ingredients.	5	
Repair and maintenance of oven, devices, machines and other equipment.	5	
Preparation of food and other items as per recipe and quality control.	5	
Accepting the responsibility and consequences of prepared or presented food items.	5	
<b>Attention to Detail for cooking and baking</b>		
Understanding, reading or listening and following the instructions or work order for food or other items.	5	
Selecting appropriate utensils and materials for food preparation and using them in a systematic way.	5	
Taking and using ingredients, materials or spices as per recipe.	5	
Managing the temperature for cooking.	5	
Checking the performance of machines and devices.	5	
Presenting or packing prepared food or items in a quality manner.	5	





Indicators for evaluation	Total Marks	Marks Obtained
<b>Team Work for cooking and baking</b>		
Giving importance to teamwork in daily routine and work.	5	
Identifying and valuing people involved in cooking, baking and presenting.	5	
Helping and guiding others if needed.	5	
<b>Time Management for cooking and baking</b>		
Valuing time in your routine life and job.	5	
Linking cooking, baking and presenting process with time and performance.	5	
Using oven, machine and devices at proper time.	5	
Abstaining from phone, gossip, mobile games, facebook, eating & drinking, stray walk and negligence.	5	
<b>Problem Solving</b>		
Having a know how to deal with problems faced in kitchen, baking point, restaurant or bakery.	5	
Considering possible solutions and choosing applicable ways.	5	
Making substitute arrangements or resetting the target in case of breaking down of machine or devices.	5	
<b>Occupational Health, Hygiene and Safety</b>		
Cleanliness of workplace, table, devices, materials and ingredients.	5	
Keeping knives, forks and other devices in order and using them in a safe way.	5	
Using electric devices according to instructions, asking for help in case of emergency.	5	
Proper management of air, light and exhaust.	5	
Understanding and preventing the sources of bacteria.	5	





Indicators for evaluation	Total Marks	Marks Obtained
<b>Identification and Preparation of Job</b>		
Identifying a better job for you.	5	
Using different sources to search a job, i.e. newspaper, websites, social media, etc.	5	
Preparing your cover letter and CV.	5	
Understanding and describing different aspects of interview.	5	
<b>Total</b>	<b>150</b>	
<b><i>Aggregate result</i></b>	<b>Total Marks</b>	<b>Marks Obtained</b>
<i>Presentation</i>	25	
<i>Checking workbook and observation</i>	25	
<i>Opinion of trainer/instructor</i>	150	
<i>Total marks obtained</i>	<b>200</b>	
<i>Percentage of total marks obtained</i>		



## Certificate:

 <b>PSDF</b> PUNJAB SKILLS DEVELOPMENT FUND Skills For Success	 <b>MDi</b> Management Development Institute	 <b>eci</b> EQUIS ACCREDITED EFMD						
<h1>Certificate</h1> <p>This certificate is awarded to</p> <hr/> <p>for successful completion of the</p> <p>Training Course on Following</p> <h2>Soft Skills</h2> <ul style="list-style-type: none"><li>• Work Ethics</li><li>• Attention to Detail</li><li>• Communication Skills</li><li>• Team Work</li><li>• Time Management</li><li>• Problem Solving</li><li>• Occupational Health &amp; Safety</li></ul> <p>for Cooking and Baking Trade Group</p>								
<table border="1"><tr><td>Total Marks</td><td></td></tr><tr><td>Marks Obtained</td><td></td></tr><tr><td>Percentage</td><td>%</td></tr></table>	Total Marks		Marks Obtained		Percentage	%		
Total Marks								
Marks Obtained								
Percentage	%							
<hr/> <b>Person Name</b> Designation Organization		<hr/> <b>Person Name</b> Designation Organization						