Model Curriculum

QP Name: Ayurveda Dietician

QP Code: HSS/Q3902

QP Version: 1.0

NSQF Level: 5

Model Curriculum Version: 1.0

Healthcare Sector Skill Council || Healthcare Sector Skill Council,520, DLF Tower A, 5th Floor, Jasola District Centre, New Delhi – 110025

Table of Contents

Training Parameters

Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda Diet
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2015-2265.0200
Minimum Educational Qualification and Experience	BAMS
Pre-Requisite License or Training	Trained on given QP-NOS
Minimum Job Entry Age	23 Years
Last Reviewed On	18/08/2020
Next Review Date	17/08/2025
NSQC Approval Date	
QP Version	1.0
Model Curriculum Creation Date	18/08/2020
Model Curriculum Valid Up to Date	17/08/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	540 Hrs.
Maximum Duration of the Course	540 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 should have acquired the listed knowledge and skills.

- Apply knowledge of Ayurvedic principles of diet and nutrition to maintain health.
- Describe the importance of Ayurvedic principles in designing the diet plan for client in specific health conditions.
- Describe the concept of Ahara and its importance.
- Describe the importance of healthy and unhealthy food.
- Diagnose different abnormalities at different stages of digestion, metabolism, and nutrition.
- Demonstrate the process of preparing diet plan of individuals having different disturbing factor (Doshas).
- Prepare diet plan for both healthy and diseased client.
- Explain the concept of favourable (Pathya) and unfavourable (Apathya) Ahara in various disorders.
- Explain the importance of modern dietetics in Ayurveda.
- Explain the concept of Ritucharya and Dinacharya in the management of lifestyle disorders.
- Demonstrate different cooking methods as per Ayurveda.
- Describe the role of spices in cooking for health benefits.
- Maintain documents and records.
- Maintain a safe, healthy, and secure working environment.
- Maintain interpersonal relationships with co-workers, patients, and their family members.
- Follow biomedical waste disposal and infection control policies and procedures in the healthcare organization.

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**04:00**	**04:00**	**00:00**	**00:00**	**08:00**
Module 1: Introduction to AYUSH delivery systems	04:00	04:00	00:00	00:00	08:00
HSS/N3904: Prepare an ayurvedic diet plan as per client's health and medical conditions NOS Version No. 1.0 NSQF level 5	**04:00**	**04:00**	**00:00**	**00:00**	**08:00**

Module 2: Introduction to basic principles of Ayurveda and their significance	04:00	04:00	00:00	00:00	08:00
Bridge Modules	**16:00**	**17:00**	**00:00**	**00:00**	**33:00**
Module 3: Human Anatomy and Physiology (Rachana Sharir and Kriya Sharir)	08:00	04:00	00:00	00:00	12:00
Module 4: Basic computer knowledge	08:00	13:00	00:00	00:00	21:00
HSS/N3904: Prepare an ayurvedic diet plan as per client's health and medical conditions NOS Version No. 1.0 NSQF level 5	**80:00**	**54:00**	**00:00**	**00:00**	**134:00**
Module 5: Roles and responsibilities of an Ayurveda Dietician	20:00	08:00	00:00	00:00	28:00
Module 6: Importance of Ahara in Health and Disorders	36:00	25:00	00:00	00:00	61:00
Module 7: Introduction to National Nutrition Programmes	24:00	21:00	00:00	00:00	45:00
HSS/N3905: Educate the client on customized diet plan in accordance with ayurvedic principles NOS Version No. 1.0 NSQF level 5	**136:00**	**107:00**	**00:00**	**00:00**	**243:00**
Module 8: Modern Dietetics and its importance in Ayurveda	28:00	17:00	00:00	00:00	45:00
Module 9: Ayurvedic Diet for lifestyle	28:00	24:00	00:00	00:00	52:00

Healthcare Sector Skill Council

Skill India
कौशल भारत-कुशल भारत

NSDC
National Skill Development Corporation
Transforming the skill landscape

disorders					
Module 10: Kitchen spices and their therapeutic uses	28:00	25:00	00:00	00:00	53:00
Module 11: Ahara Kalpana (food preparation)	28:00	24:00	00:00	00:00	52:00
Module12: Soft skills and communication	08:00	08:00	00:00	00:00	16:00
Module 13: Diet and Nutrition Counselling	16:00	09:00	00:00	00:00	25:00
HSS/N3906: Evaluate the effectiveness of the diet plan NOS Version No. 1.0 NSQF level 5	20:00	13:00	00:00	00:00	33:00
Module 14: Assessing clients based on prescribed diet plan	20:00	13:00	00:00	00:00	33:00
HSS/N3907: Document and maintain the dietetic records for follow up activities NOS Version No. 1.0 NSQF level 5	20:00	17:00	00:00	00:00	37:00
Module 15: Documentation and management of records	20:00	17:00	00:00	00:00	37:00
HSS/N9617: Maintain a safe, healthy, and secure working environment NOS Version No. 1.0 NSQF level 4	08:00	08:00	00:00	00:00	16:00
Module 16: Safety and emergency medical	08:00	08:00	00:00	00:00	16:00

response					
HSS/N9620: Comply with infection control and biomedical waste disposal policies NOS Version 1.0 NSQF Level 4	**12:00**	**16:00**	**00:00**	**00:00**	**28:00**
Module 17: Infection control policies and procedures	08:00	08:00	00:00	00:00	16:00
Module 18: Bio-medical waste management	04:00	08:00	00:00	00:00	12:00
Total Duration	**300:00**	**240:00**	**00:00**	**00:00**	**540:00**

Module Details

Module 1: Introduction to AYUSH healthcare systems
Mapped to Bridge Module

Terminal Outcomes:

- Describe the basic structure and function of AYUSH healthcare delivery system in India.

Duration: *04:00*	Duration: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the AYUSH healthcare system in India at primary, secondary, tertiary level. - Distinguish between private, public, and non-profit AYUSH healthcare systems. - Discuss in detail about Ayurveda healthcare setup and services involved. - List the professionals involved at an Ayurveda healthcare facility along with their scope of work.	- Prepare a report summarizing the observations about basic structure and function of AYUSH system in India. - Create an organization flow chart depicting roles and responsibilities of professionals working at Ayurveda healthcare setup.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Board eraser	
Tools, Equipment and Other Requirements	
Visit to AYUSH hospitals for field assignment	

Module 2: Introduction to Basic principles of Ayurveda and their significance
Mapped to: HSS/N3904, v1.0

Terminal Outcomes:

- Describe the basic principles of Ayurveda.

Duration: 04:00	Duration: 04:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the basic principles of Ayurveda (Vata, Pitta, Kapha). - Discuss about the origin and philosophy of Ayurveda. - Discuss about the five elements in Ayurveda. - Explain about the body constitutions such as Dosha and Dhatus. - Explain the dietary and medicinal substances and concepts of health and disorders in Ayurveda.	- Apply the knowledge of Ayurveda to identify the Doshas and Dhatus of body using charts and models. - Create a diagrammatic representation depicting the characteristic of Vata, Pitta and Kapha.
Classroom Aids:	
Charts, and e- models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
NA	

Module 3: Human Anatomy and Physiology (Rachana Sharir and Kriya Sharir)
Mapped to Bridge Module

Terminal Outcomes:

- Demonstrate the knowledge of structure and function of the human body.

Duration: 08:00	Duration: 4:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of anatomy (Rachana Sharira) - Explain the concept of physiology (Kriya Sharira). - Describe the types of human body (Sharira). - Explain the concept of six regions (Shadangatwam) of Sharira. - Discuss in detail about divisions of Sharira. - Explain the concept of homeostais (Dhātusāmya) in Ayurveda. - Explain the concept of qualities (Guna) and disturbing factors (Dosha). - Describe the plasma (Rasa Dhatu), blood (Rakta Dhatu) and muscles (Mamsa Dhatu). - Discuss in detail about different diseases, disorders and syndromes associated with various body systems.	- Apply the knowledge of basic human anatomy to identify different parts of the body using charts and models. - Prepare a model of human body parts using waste material depicting different anatomical parts. - Prepare a chart of different body parts in Ayurveda (Vata, Pita and Kapha) depicting physiological process of human body system.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
3D models of human body and accessory organs, model human skeletal system, organ specimen	

Module 4: Basic computer knowledge
Mapped to Bridge Module

Terminal Outcomes:

- Demonstrate the use of computers and internet operations.
- Apply computer knowledge in performing various activities.

Duration: *08:00*	Duration: *13:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the fundamental hardware components that make up a computer's hardware and role of these components. - Distinguish between an operating system and an application program. - Identify the principal components of a given computer system.	- Demonstrate data entry, taking backups, saving, and retrieving the files. - Prepare reports/documents using word processing software and spreadsheets. - Demonstrate the use of browser functions to surf on the Internet, and to send emails.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Computer with internet facility and latest version of software	

Module 5: Roles and responsibilities of an Ayurveda Dietician
Mapped to: HSS/N3904, v1.0

Terminal Outcomes:

- Discuss key role and responsibilities of an Ayurveda Dietician.

Duration: *20:00*	Duration: *08:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the role and responsibilities of Ayurveda Dietician. - Distinguish between the scope of practice of an Ayurveda Dietician and professionals in dietetic department. - Discuss the role in different workplaces such as hospitals, clinics, dispensaries etc. - Explain challenges and limitations of the role.	Create a chart depicting roles and responsibilities of Ayurveda Dietician, assistant, and other personnel in the department.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, Diet Chart, PPE, IEC material such as brochures, pamphlets, leaflets of balanced diet	

Module 6: Importance of Ahara in Health and Disorders
Mapped to: HSS/N3904, v1.0

Terminal Outcomes:

- Classify and explain the properties of different Ahara and their actions.
- Explain the importance of different food items as per the ailments.

Duration: 36:00	Duration: 25:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of food (Ahara) in health and ailments. - Describe the classification of diet/food articles (Aahara Dravya) and their properties. - Explain the importance of wholesome food (Hita Avam), unwholesome food (Ahita Ahara) based on body type and constitution (Doshika Prakriti). - Explain about the importance of favourable (Pathya) and unfavourable (Apathya) Ahara in the treatment of diseases. - Explain about different dairy products and their uses in health and disease. - Categorise macro and micronutrients along with their functions. - Explain about the use and importance of water in Ahara. - Explain the importance of using oils in Ahara as medicinal therapy. - Describe the properties and function of taste (Shadrasa) in Ahara. - Discuss about various adjuvants of food in Ayurveda.	- Demonstrate the process of classifying food items based on their nutritional properties such as protein rich, carbohydrate rich etc. - Demonstrate the process of preparing plan using dairy products as per the health and ailment. - Demonstrate the method of classifying food items in different categories such as Drinkables (Pan), Eatables (Asana), Chewable (Bhakshya) and Lickable (Lehya) etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Flip books and models for food groups and nutritional brochures, charts of food groups, portion sizes, nutrient sources etc., sample diet chart for practice, sample forms and formats	

Module 7: Introduction to National Nutrition Programmes
Mapped to: HSS/N3904, v1.0

Terminal Outcomes:

- Describe the various National Nutrition Programmes in India.

Duration: *24:00*	Duration: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the different National Nutrition Programmes in India. - Integrated Child Development Scheme - Mid-Day Meal Programme - Special Nutrition Programme - National Nutritional Anaemia Prophylaxis Programme - National Iodine Deficiency Disorders Control Programme - Explain the importance of community awareness towards national nutrition program. - Discuss the ways of improving the nutrition and health status of the community. - Discuss the ways to reduce the incidence of mortality, morbidity, and malnutrition. - Explain the process of working with community. - Describe the factors influencing the health status of individuals at community level.	- Prepare a sample diet plan on food intake requirements for different age groups. - Prepare a sample report on diseases related to nutritional deficiencies such as Kwashiorkor, Marasmus, etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on national nutrition programmes, flip books and models for food groups and nutritional brochures. charts of food groups, portion sizes, nutrient sources etc., sample diet chart for practice, sample forms and formats	

Module 8: Modern Dietetics and its importance in Ayurveda
Mapped to: HSS/N3905, v1.0

Terminal Outcomes:

- Explain the concept of modern dietetics and its importance in Ayurveda.

Duration: *28:00*	Duration: *17:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the basic principles of diet. - Explain the concept of diet and mind. - Explain the concept of five elements (Panchamahabhoota theory). - Explain the concept of three biological humors (Tridoshas). - Describe the classification of diet such as Energy rich food, Body building food, protective food as per modern dietetics. - Explain the effect of six basic tastes (Shadrasa) on biological humors (Tridosha) and tissues (Dhatus). - List down the life-enhancing (Ayushyakara) and vitalizing (Urjaskara) foods. - Explain the effect of incompatible diet (Viruddha Ahara) on the body. - Describe the body constitution (Prakriti) in assessment, diagnosis, and treatment to incorporate diet plan. - Discuss the process to prepare diseased specific diet plan. - Explain the process to maintain daily dietary chart at home settings. - Discuss about do's and don'ts of eating.	- Create a diagrammatic representation depicting the five elements of diet. - Create a diagrammatic representation depicting the three biological humors. - Demonstrate the process of preparing diet plans based on client needs.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, diet chart, flip books and models for food groups and nutritional brochures. Charts of food groups, portion sizes, nutrient sources etc., Sample diet chart for practice, Sample forms and formats,	

Module 9: Ayurvedic Diet for lifestyle disorders
Mapped to: HSS/N3905, v1.0

Terminal Outcomes:

- Describe various lifestyle disorders.
- Discuss the factors causing disorders.
- Discuss the importance of Ayurvedic regimen in the management of lifestyle disorders.

Duration: *28:00*	Duration: *24:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the concept of lifestyle in Ayurveda. - Discuss about various lifestyle disorders as per Ayurveda. - Explain the factors responsible for lifestyle disorders. - Explain the concept of diet incompatibility (Viruddha Ahara) in Ayurveda. - Describe the use of dietetics principles for the prevention of lifestyle disorders. - Discuss about the role of food (Ahara), sleep (Nidra), lifestyle (Brahmacharya) in prevention of lifestyle disorders. - Explain the role of Pathya and Apathya Ahara in the treatment of lifestyle disorders. - Explain the concept of daily ayurvedic routine (Dinacharya), seasonal ayurvedic routine (Ritucharya) therapies in the management of lifestyle disorders.	- Demonstrate the process of selecting Ahara according to lifestyle disorder. - Demonstrate the process of preparing a sample diet plan for a disease condition such as Diabetes (Madhumeh), Hypertension (Ucch Raktchaap) etc. - Demonstrate the process of preparing diet plan for Vata, Pitta and Kapha dosha.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
IEC material such as brochures, pamphlets, leaflets of balanced diet, flip books and models for food groups and nutritional brochures. Charts of food groups, portion sizes, nutrient sources etc, sample diet chart for practice, sample forms and formats,	

Module 10: Kitchen spices and their therapeutic uses
Mapped to: HSS/N3905, v1.0

Terminal Outcomes:

- Classify and explain the properties of various spices.
- Describe the benefits of spices in Doshas.

Duration: 28:00	Duration: 25:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Classify the types of spices used in Ayurveda to treat ailment. - Explain the medicinal property of various spices. - Explain the use of different spices in different (Doshas). - Explain the benefits of each spice on digestion and mental health.	- Demonstrate the process of segregating spices into different categories as per their medicinal properties. - Demonstrate the process of identifying various spices-using specimen.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, diet chart, utensils, PPE, ingredients, spices, IEC material such as brochures, pamphlets, leaflets	

Module 11: Ahara Kalpana (food preparation)
Mapped to: HSS/N3905, v1.0

Terminal Outcomes:

- Discuss the concept of Ahara Kalpana.
- Demonstrate the various cooking processes.
- Demonstrate the use of various equipment in Ahara Kalpana.

Duration: 28:00	Duration: 24:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of Ahara Kalpana (food preparation). - Describe the methods of processing various diet substances (Ahara Dravyas) including water. - Explain the importance of various cooking process. - Discuss about the indications and contraindications of various cooking processes. - Discuss about the use and effect of ancient and modern tools used for various Ahara Kalpanas (e.g. cookers, mixers, gas stoves, ovens, microwave, choolah, etc). - Discuss the importance of weighing and measuring ingredient properly in food preparation.	- Demonstrate the method of preparing food using various cooking processes like roasting, boiling, fermenting, and mixing etc. - Demonstrate the method of utilizing various equipment in preparation of food using ancient and modern tools like choolah and microwave etc. - Demonstrate the method of measuring or weighing different ingredients using measuring tools such as spoon, cup etc.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, diet chart, utensils, PPE, ingredients, IEC material such as brochures, pamphlets, leaflets of balanced diet, spices, water	

Module 12: Soft skills and communication
Mapped to: HSS/N3905, v1.0

Terminal Outcomes:

- Communicate effectively with co-workers.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts.

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of effective communication with client, relatives, and colleagues. - Explain the range of client emotions, individual and family experiences, beliefs, behaviours, values, and adaptive capabilities. - Explain the importance of establishing the interpersonal/therapeutic relationship. - Discuss about the significance of decision making, problem-solving, stress and conflict management skills in counselling session. - Discuss the importance of leadership and teamwork skills in achieving desired result. - Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work.	- Demonstrate the usage of technical terms to ensure effective communication. - Apply active listening and communication (verbal and nonverbal) skills to identify, assess, and empathically respond to concerns. - Demonstrate skills of team- work and work prioritization in different team activities. - Demonstrate basic telephone and email etiquettes. - Prepare sample reports using the information gathered from observation, experience, reasoning, or communication.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork	

Module 13: Diet and Nutrition Counselling
Mapped to: HSS/N3905, v1.0

Terminal Outcomes:

- Describe the concept of diet and nutrition counselling.
- Demonstrate the method of providing education to client and family related to diet and nutrition.

Duration: 16:00	Duration: 09:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of counselling and its importance. - Discuss the techniques used in counselling. - Explain the process of assessing client expectations, perceptions, knowledge, and concerns regarding the diet plan. - Describe the process of addressing the challenges projected by the client families - Identify the information to be shared with client and their relatives. - Explain the importance of following diet chart as per instructions. - Discuss about cooking method to be adopted at home settings. - Discuss the Frequently Asked Questions (FAQ) and answers related to diet plan commonly raised by client.	- Demonstrate usage of the appropriate communication skill during counselling session with client and family. - Demonstrate the process of addressing client expectations, perceptions, knowledge, and concerns.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
IEC material such as brochures, pamphlets, leaflets of balanced diet, FAQs sample	

Module 14: Assessing clients based on prescribed diet plan
Mapped to: HSS/N3906, v1.0

Terminal Outcomes:

- Carry out the assessment of client based on diet plan.

Duration: _20:00_	Duration: _13:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss about the Anthropometric measurements (Height, Weight and Body Mass Index) that can be used to assess body composition. - Discuss about the need of blood and urine tests to be conducted for a nutrition assessment. - Explain the process of taking individual's medical history, including acute and chronic illness that may alter nutritional needs. - Identify the subjective and objective signs and symptoms that need to be assessed during nutritional assessment.	- Demonstrate the steps of measuring Height, Weight, and Body Mass Index (BMI) in skill lab. - Demonstrate the method of using different assessment tools for Anthropometric measurement. - Demonstrate the process of maintaining dietary intake and output chart.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
IEC material such as brochures, pamphlets, leaflets of balanced diet, weighing machine, height meter	

Module 15: Documentation and management of records
Mapped to: HSS/N3907, v1.0

Terminal Outcomes:

- Demonstrate technical skills of creating, updating and retrieval of the database.

Duration: *20:00*	Duration: *17:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Define the role and responsibilities of an Ayurveda Dietician in management of records. - Explain the method of record keeping. - Explain the importance of maintaining confidentiality of documents. - Describe in detail about various nutritional assessment forms. - Explain the purpose of obtaining consent of client for dietetic treatment. - Explain the reviewing process of the dietetic records as per the organization protocol. - Explain the process of updating follow-up register as per organizational policies. - Describe Standard Operating Procedure (SOPs) regarding storage, retrieval, access of records to client and disposal of records.	- Enter data in various forms and format according to the standard guidelines. - Create a sample set of documents to record nutrition related information of client. - Demonstrate how to compile all the relevant information in sample formats necessary to create the database of client. - Demonstrate the use of Hospital Information System (HIS) to prepare a sample record on client dietetic information.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Sample formats of reports and hospital documents	

Module 16: Safety and emergency medical response
Mapped to: HSS/N9617, v1.0

Terminal Outcomes:

- Perform Basic Life Support or basic first aid in medical emergency situations, as and when required.
- Respond to institutional emergencies appropriately.

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the basics of first aid. - List the precautions to be taken for personal safety. - Discuss how to perform Basic Life Support (BLS). - Explain the use of protective devices such as restraints and safety devices. - Identify precautions to be taken for self-safety. - List the hospital emergency codes and their significance. - Explain about disaster management techniques to deal with institutional emergencies. - Discuss about the escalation matrix for referral and management of common emergencies.	- Demonstrate usage of hospital emergency codes and basic first aid in a mock drill depicting an institutional emergency. - Create a chart depicting different types of protective devices such as restraints and safety devices. - Create a flow chart depicting common emergency situations and its referral mechanism.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

Module 17: Infection control policies and procedures
Mapped to: HSS/N9620, v1.0

Terminal Outcomes:

- Develop techniques of self-hygiene.
- Apply infection control policies and procedures during daily activities.

Duration: *08:00*	**Duration**: *08:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of healthy living. - Describe the importance of infection control and prevention. - List strategies for preventing transmission of pathogenic organisms. - Describe the nosocomial infections. - Explain the importance of incident reporting. - Explain the concept of immunization. - Describe the hand-hygiene guidelines and procedures used in healthcare-settings. - Explain the importance of using Personal Protective Equipment (PPE). - List the types of PPE. - Describe the process of donning and doffing of PPE.	- Demonstrate the steps of spill management. - Demonstrate the procedures of hand hygiene. - Demonstrate the process of donning and doffing of PPE.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Hypochlorite solution, chlorhexidine, alcohol swab, apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol, disposable cartridge and syringes, spill kit	

Module 18: Bio-medical waste management
Mapped to: HSS/N9620, v1.0

Terminal Outcomes:

- Dispose different types of biomedical waste in appropriate colour coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Categorize the different types of biomedical waste. - Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of bio-medical waste. - Identify the various types of colour coded bins/containers used for disposal of biomedical waste. - Explain the importance of following local guidelines of biomedical waste disposal.	- Segregate the biomedical waste applying the local guidelines. - Create a chart depicting different types of biomedical waste and various types of color coded bins/containers used for disposal of biomedical waste. - Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins	

Annexure

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Ayurveda Post-graduate	Dravya Gun, Swastha vritt, Rasa shastra	1		1		Basic computer skills

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Ayurveda Dietician" mapped to QP: "HSS/Q3902 v1.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with minimum score of 80%.

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Ayurveda Post-graduate	Dravya Gun, Swastha vritt, Rasa shastra	2		1		Basic computer skills

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Ayurveda Dietician" mapped to QP: "HSS/Q3902 v1.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" with minimum score of 80%.

Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome based parameters such as quality, time taken, precision, tools & equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

1. Practical Assessment: This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

2. Viva/Structured Interview: This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment and equipment etc.

3. On-Job Training: OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

4. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

i. True / False Statements
ii. Multiple Choice Questions
iii. Matching Type Questions.
iv. Fill in the blanks
v. Scenario based Questions
vi. Identification Questions

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize

assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

1) Guidance regarding NSQF
2) Qualification Pack Structure
3) Guidance for the assessor to conduct theory, practical and viva assessments
4) Guidance for trainees to be given by assessor before the start of the assessments.
5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
6) Viva guidance for uniformity and consistency across the batch.
7) Mock assessments
8) Sample question paper and practical demonstration

Glossary

Term	Description
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).
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
AYUSH	Ayurveda Yoga Unani Siddha Homeopathy
BMI	Body Mass Index
PPE	Personal Protective Equipment
CPR	Cardio Pulmonary Resuscitation