



Model Curriculum

QP Name: Dietetic Aide

QP Code: HSS/Q5201

QP Version: 4.0

NSQF Level: 3

Model Curriculum Version: 1.0

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Training Parameters

Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Non-Direct Care
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2265.0201
Minimum Educational Qualification and Experience	10th Grade pass Or 8th Grade pass 3-year relevant experience Or Previous relevant Qualification of NSQF Level 2.5 with 1.5-year relevant experience
Pre-Requisite License or Training	Not Applicable
Minimum Job Entry Age	18 Years
Last Reviewed On	12/03/2026
Next Review Date	12/03/2029
NSQC Approval Date	12/03/2026
QP Version	4.0
Model Curriculum Creation Date	12/03/2026
Model Curriculum Valid Up to Date	12/03/2029
Model Curriculum Version	1.0
Minimum Duration of the Course	600 Hrs.
Maximum Duration of the Course	600 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.

- Support dietitians in preparing patient-specific diet plans based on nutritional assessments and medical conditions.
- Understand different types of therapeutic and modified diets (e.g., diabetic, low-sodium, high-protein, etc.).
- Assist in hygienic preparation, portioning, and serving of meals as per diet chart.
- Ensure proper food texture, temperature, and presentation as per dietary requirements.
- Follow food safety, sanitation, and infection control protocols in kitchen and food service areas.
- Ensure compliance with hospital dietary guidelines and regulations
- Accurately document patients' food consumption and report deviations to the dietitian.
- Demonstrate effective communication skills with patients, families, and healthcare professionals.
- Provide basic nutrition-related guidance as instructed by the dietitian.
- Support dietitians in conducting nutrition awareness and counselling sessions.
- Prepare simple educational material or displays under supervision.
- Maintain patient confidentiality and uphold ethical standards in all interactions.
- Demonstrate professional conduct and teamwork in the workplace.
- Maintain professional and medico-legal conduct at all times in accordance with legislation, protocols and guidelines set up by the healthcare provider
- Maintain a safe, healthy and secure working environment
- Apply 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
HSS/N5201: Maintain hygiene and food safety	70:00	30:00	65:00	00:00	165:00
Module 1: Introduction to the Health care delivery system	10:00	05:00	10:00	00:00	25:00
Module 2: Introduction to Dietetics	15:00	10:00	15:00	00:00	40:00
Module 3: Roles and Responsibilities of Dietetic Aide	15:00	05:00	20:00	00:00	40:00

Module 4: Food safety and waste management	30:00	10:00	20:00	00:00	60:00
HSS/N5207: Handle, store and prepare food safely	130:00	80:00	60:00	00:00	270:00
Module 5: Introduction to therapeutic diet and its importance	15:00	05:00	10:00	00:00	30:00
Module 6: Meal preparation	35:00	15:00	10:00	00:00	60:00
Module 7: Food Storage Practices	15:00	10:00	10:00	00:00	35:00
Module 8: Food Handling and Serving Practices	30:00	25:00	10:00	00:00	65:00
Module 9: Inventory and kitchen management	25:00	10:00	10:00	00:00	45:00
Module 10: Reporting and documentation	10:00	15:00	10:00	00:00	35:00
HSS/N5208: Provide the dietary information to the patient as per instructions from dietician	25:00	25:00	55:00	00:00	105:00
Module 11: Dietary Education	25:00	25:00	55:00	00:00	105:00
HSS/N9617: Maintain a safe, healthy and secure working environment	05:00	10:00	00:00	00:00	15:00
Module 12: Safety, Emergency Medical response & First Aid	05:00	10:00	00:00	00:00	15:00
HSS/N9618: Follow infection control policies & procedures including biomedical waste disposal protocols	05:00	05:00	05:00	00:00	15:00
Module 13: Personal Hygiene	03:00	02:00	00:00	00:00	07:00
Module 14: Bio Medical Waste Management	02:00	03:00	00:00	00:00	08:00
Total	235:00	150:00	185:00	00:00	570:00
Module 15: Employability Skills (60 Hours): DGT/VSQ/N0101	30:00	00:00	00:00	00:00	30:00
Total Duration	265:00	150:00	185:00	00:00	600:00

Module Details

Module 1: Introduction to the Health care delivery system

Mapped to: HSS/N5201

Terminal Outcomes:

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

Duration: 15:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Differentiate between the primary, secondary and tertiary healthcare service providers. - Identify various departments in a hospital. - Explain the functions of various departments in the hospital. - Discuss in detail about the functioning of Dietetic department and hospital kitchen services - Describe the key roles and responsibilities of professionals deployed in food and dietetics department in a healthcare organization.	- Prepare a report summarizing the observations about basic structure and function of healthcare delivery system in India. - Prepare a chart on functions of dietetic department in a hospital.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Visit to various healthcare settings for field assignment	

Module 2: Introduction to Dietetics

Mapped to: HSS/N5201,

Terminal Outcomes:

- Describe the scope of Dietetics.
- Explain Micro and Macro nutrients of food.

Duration: 15:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Define the scope of dietetics. • Explain the concept of health and nutrition • Explain the terms nutrition, nutrients and calories. • List the various sources of nutrition • Categorize the various macro and micro nutrients along with their functions. • Categorize different food items such as vegetables, legumes/beans, fruits, meat, poultry, fish, eggs, nuts, seeds, beverages, etc. • Describe the importance and components of the balanced diet. • Differentiate between various types of food groups.	• Prepare a chart on sources of nutrition. • Prepare a chart on Macro and Micronutrients. • Prepare the samples of diet menu applying the concept of balanced diet using the combination of various types of meals.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Charts of dietetics, Various components of food, etc	

Module 3: Roles and Responsibilities of Dietetic Aide

Mapped to: HSS/N5201,

Terminal Outcomes:

- Describe the key roles and responsibilities of a Dietetic Aide

Duration: 15:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Describe the role and responsibilities of dietetic aide. - List the various equipment used in kitchen, food storage and food serving trolley. - Explain the importance of ensuring the patient's safety and comfort. - Explain the importance of complying with the diet regulations, food handling, safety and sanitary standards. - Carry out the functions to be performed by the dietetic aide in the dietetic department. - Discuss the importance of using correct terminologies related to dietetics. - Describe various precautions to be taken for maintaining food hygiene and safety during food preparation, handling and storage.	- Demonstrate the usage of the various food storage and kitchen equipment. - Demonstrate usage of the appropriate dietetics related medical terminology during role plays depicting conversations with colleagues, patients and family.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Kitchen equipment, tools, food storage utensils etc	

Module 4: Food safety and waste management

Mapped to: HSS/N5201

Terminal Outcomes:

- Demonstrate the method of segregation of food waste.
- Demonstrate the techniques of disposing leftover food waste.
- Demonstrate the technique of washing utensils and tools in a mock set up.

Duration: 30:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Differentiate between the raw, semi-cooked and cooked meal. • Explain the importance of optimum temperature control for food safety and food hygiene. • Describe the importance of maintaining personal hygiene and grooming. • Describe the importance of maintaining cleanliness of surroundings, food handling equipment, tools, and utensils. • Identify various sources of food contamination in kitchen environment, materials and consumables. • Describe the possible impact of contaminated food on the patient. • Explain the ways to prevent food contamination. • Explain the concept of cross contamination of food. • Identify the various factors that cause cross contamination of food. • Detect the signs of decayed or contaminated food. • Distinguish between the disposal techniques for leftover/ unconsumed, raw, spoiled and expired food items/ ingredients. • Explain about the guidelines and procedures for safe disposal of food waste. • Inspect that the waste is removed from food handling, storage and serving areas by applying the food waste management practices. • Explain the adverse impact of keeping food waste for longer duration in the kitchen. • Refer guidelines of NIN	• Demonstrate the method of segregation of food waste. • Demonstrate the techniques of disposing leftover food waste. • Demonstrate the problem-solving skills to deal with unexpected food safety situations effectively in a role play. • Demonstrate the technique of washing utensils and tools in a mock set up. • Demonstrate the use of temperature measuring device.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Refrigerator, Storage shelves, temperature measuring device, food waste disposal bins	

Module 5: Introduction to therapeutic diet and its importance

Mapped to: HSS/N5207

Terminal Outcomes:

- Explain the importance of Therapeutic diet.
- Types of Therapeutic diet

Duration: 15:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the importance of therapeutic diet. • List various types of therapeutic diet, such as clear liquid diet, full liquid diet, semi solid/soft diet, calorie-controlled diet, diabetic diet etc. • Understand the instructions by Dietician as per the disease condition • Plan the menu using sample diet prescription. • Explain the relevance of taking into account of patients' cultural and religious preferences while planning the menu.	Prepare a recipe chart on diet type related to therapeutic diet, such as clear liquid diet, full liquid diet, semi solid/soft diet, calorie-controlled diet, diabetic diet etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Charts of dietetics, Various components of food, etc	

Module 6: Meal preparation

Mapped to: HSS/N5207

Terminal Outcomes:

- Demonstrate the techniques of washing, peeling, chopping, cutting, grinding etc.
- Demonstrate the correct use and safe handling of kitchen equipment.
- Demonstrate various cooking methods.

Duration: 35:00		Duration: 15:00	
Theory – Key Learning Outcomes		Practical – Key Learning Outcomes	
• Discuss the food preparation practices. • Explain about Food Adulteration • Explain the importance of food preparation practices for food safety. • Identify food items that are decayed or expired applying safe food preparation practices at all times. • Inspect the cleanliness of kitchen utensils and equipment before stating them fit-for-use in mock kitchen set-up. • Describe the safe cooking practices to be followed for different food items. • Describe safe serving practices to be followed for different food items. • Perform temperature maintenance checks as per food item using safe cooking (use of refrigerator, microwave, toaster, food processor, and other kitchen electronic equipment) • Discuss the practices while preparing, serving and storage of food. • Describe the various methods of food preparation. • Explain how to read recipes and follow instructions. • Determine appropriate food preparation techniques to be used as per sample case study depicting patient’s nutritional and medical requirements. • Discuss the importance of comparing normal and contaminated food items with respect to colour, texture or odour. • Discuss the first aid care steps of kitchen related emergencies like cuts, burns, etc.		• Demonstrate the safe practice of food preparation. • Demonstrate the skills of chopping, peeling, grinding vegetables and fruits etc. • Demonstrate the use of cooking equipment like chapati skillet, oven, refrigerator etc in a skill lab. • Demonstrate the techniques of cleaning, drying and storage of equipment and utensils. • Inspect the cleanliness of kitchen, utensils, and equipment before stating them fit-for-use in mock kitchen set-up. • Demonstrate the different cooking methods like steaming, frying, roasting etc. • Inspect the kitchen and surrounding for its cleanliness and safety for cooking in mock kitchen set-up. • Demonstrate the first aid care steps of kitchen related emergencies like cuts, burns, etc.	
Classroom Aids:			
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,			
Tools, Equipment and Other Requirements			
Sinks for Utensil Washing, Food Trolley, Refrigerator, Cooking Stove And Burners and Lighters with one stand by apparatus, Microwave, Dining Utensils, Measuring Cups and Spoons, Weighing machine For Food-10-50 Gram Sensitivity, Blenders, Kitchen Utensils And Equipment for Cooking/Processing, Stadiometer, Measuring Tape, Gas Cylinder, Food Models For Portion Size -2 Sets, Cutlery – Cooking And Serving, Storage And Garbage Bins At All Cooking Stations, Aprons And Head Scarfs, Gloves (Disposable)			

Module 7: Food Storage Practices

Mapped to: HSS/N5207

Terminal Outcomes:

- Demonstrate safe food storage practice.
- Types of food storage method.
- Demonstrate the correct use and safe handling of kitchen equipment.

Duration: 15:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Classify food items as per storage practices. • Describe various types of storage practices. • Utilize appropriate equipment for food storage. • Explain the importance of following manufacturer's recommendations while using the equipment.	• Demonstrate implementation of safe food storage practices according to different types of foods mentioned in the sample case study. • Demonstrate application of hygiene and sanitation protocols for mock food storage areas.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Storage Cupboards, Storage Box for storing Dry And Fresh Cooking Ingredients	

Module 8: Food Handling and Serving Practices

Mapped to: HSS/N5207

Terminal Outcomes:

- Describe the standard food handling and serving practices.
- Demonstrate problem-solving skills to deal with unexpected food safety situations effectively.
- Demonstrate the correct method of food serving.

Duration: 30:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Discuss the function of Food Handlers and importance of their self-safety and cleanliness, self-grooming, vaccination • Describe the proper handling of food and serving practices. • Understand about food Allergen, food packet labels reading and important instructions to be followed • Implement the temperature control techniques using standard practices while handling the food. • Apply standard serving practices for cooked and raw food. • Explain the importance of maintaining personal hygiene while handling food. • Apply standard food handling and serving practices to prevent cross contamination or direct contamination of food. • Explain the importance of checking expiry date of food products/items or decayed food. • Define situations during which the food safety matters escalated to concerned authority. • Discuss how to take patient food order and communicate it to kitchen with menu choices following dietary recommendations. • Discuss the steps and importance to use kitchen related PPE: food handling gloves for different work types, aprons, chef caps, etc. • Emphasize the importance of maintaining hand hygiene, hair and nail care while handling food.	• Demonstrate the problem-solving skills to deal with unexpected food safety situations effectively. • Demonstrate the correct method of food serving. • Demonstrate the method of food handling and serving practices. • Demonstrate donning and doffing off of kitchen related PPE: food handling gloves for different work types, apron, chef caps, etc. • Demonstrate steps of hand hygiene, hair and nail care.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Aprons and Head, Scarfs, Gloves (Disposable)	

Module 9: Inventory and kitchen management

Mapped to: HSS/N5207

Terminal Outcomes:

- Maintain inventory as per organizational policies and procedures.

Duration: 25:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Describe the inventory management practices such as FIFO (First In First Out) used in Hospital Kitchen . • Describe the importance and need of inventory management of kitchen equipment, materials and consumables. • Prepare an estimate of kitchen supplies to be procured on regular basis using sample case study.	• Demonstrate use of FIFO (First in First Out) using sample inventory checklist in mock food storage area. • Prepare a sample of an estimate of raw material, kitchen supplies which to be procured on regular basis. • Label sample of raw food materials, utensils, and tools using right techniques and procedures. • Prepare a sample inventory checklist in mock set-up
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Case study, raw material, labels, stock register, inventory book, food stuff, utensils, equipment, tools	

Module 10: Reporting and documentation

Mapped to: HSS/N5207

Terminal Outcomes:

- Demonstrate technical skills of creating, updating and retrieval of the database.
- Carry out proper documentation of various processes such as stock and dietetic records.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Define the role and responsibilities for dietetic aide in reporting and documentation. • Describe reporting matrix and its methods. • Explain the importance of documentation while food preparation, handling and storage. • Discuss the importance of maintaining dietary records to track patient food intake, dietary changes, and any allergies or preferences. • Discuss the importance of maintaining records concerning food supplies and diet orders.	• Enter data in various forms and format according to the standard guidelines. • Demonstrate how to compile all the relevant information in sample formats necessary to create the database of client. • Prepare a sample reflective report documenting the methods used in the role play for food preparation, handling and storage.
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 11: Dietary Education

Mapped to: HSS/N5208

Terminal Outcomes:

- Demonstrate the safe disposal method.
- Demonstrate usage of appropriate Information, Education and Communication (IEC) materials such as brochures, pamphlets, leaflets for the patient education about the diet plan.

Duration: 25:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Discuss the importance of following diet chart as per instructions of dietician with patients and their relatives. • Discuss the impact of cultural aspects and religious restrictions on diet menu with patients and their relatives. • Discuss the planned dietary menu with the patient as per prescription. • Discuss cooking methods as per diet chart to be adopted at home settings with patients and their relatives. • List the frequently asked questions and answers related to diet plan commonly raised by patients. • Identify the sources of information on best practices useful in dietary education. • Discuss about the safe disposal techniques of food waste, especially non-vegetarian food items	• Demonstrate usage of appropriate Information, Education and Communication (IEC) materials such as brochures, pamphlets, leaflets for the patient education about the diet plan. • Practice role play to give dietary education to patient and family as per the prescription. • Practice a role play to follow the diet plan at home as per prescription.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
IEC material such as brochures, pamphlets, leaflets of balanced diet	

Module 12: Safety, Emergency Medical response & First Aid

Mapped to: HSS/N9617,

Terminal Outcomes:

- Respond to institutional emergencies safely and appropriately.
- Perform basic first aid in medical emergency situations, as and when required.
- Demonstrate skills to perform Cardio-Pulmonary Resuscitation (CPR).

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the basics of first aid. • Identify precautions to be taken for self-safety. • Identify the hospital emergency codes. • Explain about disaster management techniques to deal with institutional emergencies for eg kitchen emergencies could be added. Special emphasis on cuts, burns. • Define Basic Life support and its components. • Demonstrate Cardio-Pulmonary Resuscitation (CPR).	• 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. • Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin.
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 13: Personal Hygiene

Mapped to: HSS/N9618

Terminal Outcomes:

- Demonstrate the steps of hand hygiene techniques.
- Demonstrate the technique of proper usage of PPE.
- Describe the use of PPE.

Duration: 03:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Identify the nutritional information to be shared with patient and their relatives. • Explain the concept of healthy living. • Describe the hand-hygiene guidelines and procedures used in healthcare-settings. • Demonstrate the procedures of hand hygiene to prevent cross infection. • Explain the importance of using Personal Protective Equipment (PPE). • List the types of PPE (use of kitchen related PPE: food handling gloves for different work types, apron, chef caps. Special emphasis on hair and nail care to be added) • Describe the process of wearing and removing each of the PPE. • Demonstrate the techniques of proper usage of PPE. • Explain various vaccinations against common infectious diseases.	• Demonstrate the procedures of hand hygiene to prevent cross infection. • Demonstrate the techniques of donning and doffing of PPE.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Personal Protective Equipment (PPE), charts on hand hygiene protocols, Liquid soap, tissue, wash basin	

Module 14: Bio Medical Waste Management

Mapped to: HSS/N9618,

Terminal Outcomes:

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

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Categorize the different types of biomedical waste. • Explain the importance 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 local guidelines of biomedical waste disposal. • Segregate the biomedical waste in the given situation by applying the local guidelines.	• Segregate biomedical waste applying the local guidelines. • Create a chart depicting different types of biomedical waste and various types of colour 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 biomedical 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 Visit to biomedical waste treatment plant for field assignment	

Module 15: Employability Skills (30 hours)

Mapped to DGT/VSQ/N0101 Employability Skills (30 Hours)

Mandatory Duration: 30:00			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration(ho urs)
1.	Introduction to Employability Skills	Discuss the importance of Employability Skills in meeting the job requirements.	1
2.	Constitutional values - Citizenship	- Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. - Show how to practice different environmentally sustainable practices.	1
3.	Becoming a Professional in the 21st Century	- Discuss 21st century skills. - Display positive attitude, self-motivation, problem solving, time management skills and continuous learning mindset in different situations.	1
4.	Basic English Skills	Use appropriate basic English sentences/phrases while speaking.	2
5.	Communication Skills	- Demonstrate how to communicate in a well-mannered way with others. - Demonstrate working with others in a team.	4
6.	Diversity & Inclusion	- Show how to conduct oneself appropriately with all genders and PwD. - Discuss the significance of reporting sexual harassment issues in time.	1
7.	Financial and Legal Literacy	- Discuss the significance of using financial products and services safely and securely. - Explain the importance of managing expenses, income, and savings. - Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws.	4
8.	Essential Digital Skills	- Show how to operate digital devices and use the associated applications and features, safely and securely. - Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely.	3
9.	Entrepreneurship	Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges.	7
10.	Customer Service	- Differentiate between types of customers. - Explain the significance of identifying customer needs and addressing them. - Discuss the significance of maintaining hygiene and dressing appropriately.	4
11	Getting ready for apprenticeship & Jobs	- Create a biodata. - Use various sources to search and apply for jobs. - Discuss the significance of dressing up neatly and maintaining hygiene for an interview. - Discuss how to search and register for apprenticeship opportunities.	2

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.</i>		

Mandatory Duration: 180:00

Module Name: On-the-Job Training

Location: On Site

Terminal Outcomes

- Demonstrate the safe practice of food preparation.
- Demonstrate the skills of chopping, peeling, grinding vegetables and fruits etc.
- Demonstrate the use of cooking equipment like chapati skillet, oven, refrigerator etc in a skill lab.
- Demonstrate the techniques of cleaning, drying and storage of equipment and utensils.
- Inspect the cleanliness of kitchen, utensils, and equipment before stating them fit-for-use in mock kitchen set-up.
- Demonstrate the different cooking methods like steaming, frying, roasting etc.
- Demonstrate the method of segregation of food waste and the techniques of disposing left over food waste.
- Demonstrate the method of food handling and serving practices.
- Demonstrate use of FIFO (First in First Out) using sample inventory checklist in mock food storage area.
- Demonstrate usage of appropriate Information, Education and Communication (IEC) materials such as brochures, pamphlets, leaflets for the patient education about the diet plan.
- Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin.
- Demonstrate the procedures of hand hygiene.
- Demonstrate the steps of spill management.
- Demonstrate the procedures of hand hygiene.
- Demonstrate the process of donning and doffing of PPE.
- Select different types of waste and various types of colour coded bins/containers used for disposal of waste.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
PhD	Dietetics or Nutrition	1	working in Dietetic Unit	1		
Medical Graduate	MBBS, BAMS, BHMS	3	Working in Dietetic Unit is mandatory	1		
MSC	Dietetics or Nutrition	2	Working in Dietetic Unit is mandatory	1		
BSC	Dietetics or Nutrition	3	Working in Dietetic Unit is mandatory	1		
BSc	Home science	3	Working in Dietetic Unit is mandatory	1		
Diploma	In Dietetics or Nutrition	5	Working in Dietetic Unit is mandatory	1		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Dietetic Aide" mapped to the Qualification Pack: "HSS/Q5201, V4.0" minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0" with minimum score of 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
PhD	Dietetics or Nutrition	2	Working in Dietetic Unit	1		
Medical Graduate	MBBS, BAMS, BHMS	3	Working in Dietetic Unit is mandatory	2		
MSC	Dietetics or Nutrition	3	Working in Dietetic Unit is mandatory	2		
BSC	Dietetics or Nutrition	4	Working in Dietetic Unit is mandatory	2		
BSc	Home science	4	Working in Dietetic Unit is mandatory	2		
Diploma	In Dietetics or Nutrition	5	Working in Dietetic Unit is mandatory	2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Dietetic Aide" Qualification Pack: "HSS/Q5201, V4.0 minimum score of 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0" 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 are 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 and 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 the 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 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. 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

References

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
PPE	Personal Protective Equipment
SOP	Standard Operating Procedure