



Model Curriculum

QP Name: Dietetic Aide

QP Code: HSS/Q5201

QP Version: 3.0

NSQF Level: 3

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

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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 and pursuing continuous schooling Or 8th Grade pass 2 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	29/01/2021
Next Review Date	29/01/2026
NSQC Approval Date	29/01/2021
QP Version	3.0
Model Curriculum Creation Date	29/01/2021
Model Curriculum Valid Up to Date	29/01/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	900 Hrs.
Maximum Duration of the Course	900 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.

- Plan the menu according to specific dietary and nutritional needs as per prescription
- Employ different food preparation techniques as appropriate to the plan
- Maintain food hygiene
- Apply safe food handling techniques
- Describe the various safe food storage methods
- Provide the dietary information to the patient as per instructions from dietician
- Comply with approved food waste management practices
- Maintain interpersonal relationships with co-workers, patients and their family members
- 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	50:00	40:00	15:00	00:00	105:00
Module 1: Introduction to the Health care delivery system	15:00	05:00	00:00	00:00	
Module 2: Introduction to Dietetics	15:00	15:00	00:00	00:00	
Module 3: Food Safety and its waste management	20:00	20:00	00:00	00:00	
HSS/N5207: Handle, store and prepare food safely	115:00	115:00	85:00	00:00	315:00
Module 4: Introduction to Therapeutic Diet and its importance	10:00	00:00	00:00	00:00	
Module 5: Diet Preparation	20:00	15:00	00:00	00:00	

Module 6: Food storage practices	10:00	20:00	00:00	00:00	
Module 7: Food handling and serving practices	20:00	25:00	00:00	00:00	
Module 8: Inventory and kitchen management	20:00	15:00	00:00	00:00	
Module 9: Reporting and Documentation	10:00	15:00	00:00	00:00	
Module 10: Common ailments associated with intake of contaminated food	25:00	25:00	00:00	00:00	
HSS/N5208: Provide dietary information to the patient as per instructions from Dietician	15:00	25:00	20:00	00:00	60:00
Module 11: Dietary Education	15:00	25:00	00:00	00:00	
HSS/N9615: Maintain interpersonal relationship with patients, colleagues and others	20:00	25:00	30:00	00:00	75:00
Module 12: Maintain interpersonal relationship with colleagues and others	20:00	25:00	00:00	00:00	
HSS/N9616 Maintain professional & medico-legal conduct	15:00	15:00	30:00	00:00	60:00
Module 13: Maintain professional and medico legal conduct	15:00	15:00	00:00	00:00	
HSS/N9617: Maintain a safe, healthy and secure environment	25:00	20:00	45:00	00:00	90:00
Module 14: Safety, Emergency Medical response & First Aid	25:00	20:00	00:00	00:00	
HSS/N9618: Follow infection control policies & procedures including biomedical waste disposal protocols	30:00	30:00	45:00	00:00	105:00
Module 15 Personal Hygiene	15:00	15:00	00:00	00:00	
Module 16: Bio Medical Waste management	15:00	15:00	00:0	00:00	
Bridge Module	30:00	30:00	00:00	00:00	60:00

Module 17: Role of Dietetic Aide	05:00	05:00	00:00	00:00	
Module 18: Introduction to Human Body Structure and Function	15:00	10:00	00:00	00:00	
Module 19: Basic Computer Knowledge	10:00	15:00	00:00	00:00	
Total	300:00	300:00	270:00	00:00	870:00
Module 20: Employability Skills (30 Hours): DGT/VSQ/N0101	30:00	00:00	00:00	00:00	
Total Duration	330:00	300:00	270:00	00:00	900:00

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
<ul style="list-style-type: none"> 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. Describe the functions of food and dietetics department in a hospital. 	<ul style="list-style-type: none"> 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: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: Food safety and its waste management

Mapped to: HSS/N5201

Terminal Outcomes:

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

Duration: 20:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrate the method of segregation of food waste. • Demonstrate the techniques of disposing left over 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 4 Introduction to therapeutic diet and its importance

Mapped to: HSS/N5207

Terminal Outcomes:

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

Duration: 10:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. • Identify the type of diet to be given to the patients as per their medical 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. 	
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 5 Diet 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: 20:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss about the food preparation practices. • 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 practices while its preparation, serving and storage. • Describe the various methods of food preparation. • Determine appropriate food preparation technique to be used as per sample case study depicting patient’s nutritional and medical requirements. • Compare normal and contaminated food items with respect to colour, texture or odour. • Inspect the kitchen and surrounding for its cleanliness and safety for cooking in mock kitchen set-up. 	<ul style="list-style-type: none"> • 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.
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 6: 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: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 7: Food Handling and serving practices

Mapped to: HSS/N5207

Terminal Outcomes:

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

Duration: 20:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the ways to prevent bacterial growth and nutritional loss while handling food. • Describe the standard food handling and serving practices. • Implement the temperature control techniques using the 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. 	<ul style="list-style-type: none"> • 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.
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)	

Module8 Inventory and kitchen management

Mapped to: HSS/N5207

Terminal Outcomes:

- Maintain inventory as per organizational policies and procedures.

Duration: 20:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the inventory management practices such as FIFO (First In First Out) used in dietetics department. • 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. 	<ul style="list-style-type: none"> • 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 9 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 process such as stock and dietetic records.

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define the role and responsibilities for the dietetic aide in reporting and documentation. • Describe reporting matrix and its methods. • Explain various types of records to be maintained by the dietetic department. • Identify the method of storage and retrieval of records. • Explain the importance of documentation while food preparation, handling and storage. • Prepare a sample reflective report documenting the methods used in the role play for food preparation, handling and storage. 	<ul style="list-style-type: none"> • 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.
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	

Module10 Common ailments associated with intake of contaminated food

Mapped to: HSS/N5208

Terminal Outcomes:

- Describe common ailments related to contaminated food.
- Explain sign and symptoms.
- Explain the importance of therapeutic diet plan as per the ailment.

Duration: 25:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the common ailments and associated symptoms caused by consumption of contaminated food. • Identify the symptoms associated with electrolyte imbalance, blood sugar imbalance or gastro-intestinal diseases. • Describe the modifications required in the therapeutic diet plan for patients suffering from food-borne illness. 	<ul style="list-style-type: none"> • Prepare a chart of common ailments due to contaminated food. • Prepare a chart on signs and symptoms of ailment.
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 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: 15:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the nutritional information to be shared with patient and their relatives. • 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 about cooking method 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 at home settings. 	<ul style="list-style-type: none"> • Demonstrate usage of appropriate Information, Education and Communication (IEC) materials such as brochures, pamphlets, leaflets for the patient education about the diet plan. • Practice a 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 Maintain interpersonal relationship with colleagues and others.

Mapped to: HSS/N9615

Terminal Outcomes:

- Discuss the importance of maintaining professional relationships with co-workers and client in the organization.

Duration: 20:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of effective communication with patients, relatives and colleagues without using jargons and colloquial terms. • Apply effective communication methods using appropriate terminology as per policies and procedures in the role play. • Describe about the attributes of a team player. • Apply confidentiality and privacy practices related to patient's information • Apply skills of team-work, prioritization of work and time management during daily activities. • Apply problem solving and decision making skills within scope of work. • Demonstrate effective patient-centric approach in medical service. 	<ul style="list-style-type: none"> • Demonstrate the safe practice of food Demonstrate client centric approach through a role play. • Demonstrate the process of maintaining confidentiality of client's information through a role-play. • Create a sample questionnaire for handling queries of clients and other related team members. • Demonstrate the method of maintaining collaborative relationships with co-workers at workplace through a role play.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Sample formats of reports and hospital documents	

Module 13 Maintain professional and medico-legal conduct.

Mapped to: HSS/N9616

Terminal Outcomes:

- Apply rules and policies of organization for maintaining code of conduct.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of working in limits of competency and authority. • Identify the effects of non-compliance • Explain the importance of maintaining relationship with other departments in order to seek support if required. • Explain work ethics in the hospital set up. • Discuss objection handling. • Apply rules and policies of organization for maintaining code of conduct. • Analyse the information gathered from observation, experience, reasoning, or communication during the role play. • Apply the information gathered from observation, experience, reasoning, or communication to act accordingly. • Define rapidly changing situations. 	<ul style="list-style-type: none"> • Demonstrate adaptation with rapidly changing situations defined in sample case study. • Demonstrate best practices in the field. • Apply basic telephone and email etiquette.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Sample Case studies	

Module 14 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: 25:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. • Define Basic Life support and its components. • Demonstrate Cardio-Pulmonary Resuscitation (CPR). 	<ul style="list-style-type: none"> • 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 15 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: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 16: 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: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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 applying the local guidelines. 	<ul style="list-style-type: none"> • Segregate the 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 17 Role of Dietetic Aide Mapped to: Bridge Module,

Terminal Outcomes:

- Describe the key roles and responsibilities of a Dietetic Aide

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the role and responsibilities of a dietetic aide. • List the various equipment used in kitchen, food storage and food serving trolley. • Explain the importance of ensuring the patient 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. 	<ul style="list-style-type: none"> • 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 equipments, tools, food storage utensils etc	

Module 18: Introduction to human body Structure and function

Mapped to: Bridge Module,

Terminal Outcomes:

- Describe basic structure and function of the human body.

Duration: 15:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the Organisation of body cells, tissues, organs, organ systems, membranes and glands in the human body. • Describe cell and various types of tissues. • Describe different types of organ systems. • Identify different types of body fluids, secretions and excretions. • Identify different parts of the body using charts and models. • Explain the structure and functioning of human body systems using charts and models. 	<ul style="list-style-type: none"> • Identify various body parts/organs using 3D models of human organ system. • Design various working models depicting functioning of each human body system.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
3Dmodels of human body and accessory organs, model human skeletal system, organ specimen	

Module 19 Basic computer knowledge.

Mapped to: Bridge Module

Terminal Outcomes:

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

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify various parts of computer system. • Discuss the foundation concept of operating systems and their functions • Discuss the utilities and basic operations of the latest version of software. • Discuss basic computer working like feeding the data, saving the data and retrieving the data. 	<ul style="list-style-type: none"> • 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, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
Computer with internet facility and latest version of software	

Module 20: Employability Skills (30 hours)

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

Mandatory Duration: 30:00			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration(ho urs)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> Discuss the importance of Employability Skills in meeting the job requirements. 	1
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use appropriate basic English sentences/phrases while speaking. 	2
5.	Communication Skills	<ul style="list-style-type: none"> Demonstrate how to communicate in a well -mannered way with others. Demonstrate working with others in a team. 	4
6.	Diversity & Inclusion	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges. 	7
10.	Customer Service	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.

Mandatory Duration: 270:00

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.
- Demonstrate the techniques of disposing left over 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.
- 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.
- 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 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	1 years of experience working in Dietetic Unit	1		
Medical Graduate	MBBS, BAMS, BHMS	3	experience working in Dietetic Unit is mandatory	1		
MSC	Dietetics or Nutrition	2	experience working in Dietetic Unit is mandatory	1		
BSC	Dietetics or Nutrition	3	experience working in Dietetic Unit is mandatory	1		
BSc	Home science	3	experience working in Dietetic Unit is mandatory	1		
Diploma	In Dietetics or Nutrition	5	experience 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, V2.0" 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	1 years of experience working in Dietetic Unit	2		
Medical Graduate	MBBS, BAMS, BHMS	4	experience working in Dietetic Unit is mandatory	2		
MSC	Dietetics or Nutrition	4	experience working in Dietetic Unit is mandatory	2		
BSC	Dietetics or Nutrition	5	experience working in Dietetic Unit is mandatory	2		
BSc	Home science	5	experience working in Dietetic Unit is mandatory	2		
Diploma	In Dietetics or Nutrition	6	experience working in Dietetic Unit is mandatory	2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Dietetic Aide" Qualification Pack: "HSS/Q5201, V2.0 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 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 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 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. 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