



# Model Curriculum

**QP Name: Health and Wellness Coach**

**QP Code: HSS/Q8401**

**QP Version: 1.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Ayush
<b>Occupation</b>	Social work and Community Health
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2635.0600
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• 12th pass with 3 years of relevant experience</li> <li>• UG Degree with 1 year of relevant experience</li> <li>• Diploma (after 12) with 1 year of relevant exp.</li> <li>• Previous relevant Qualification of NSQF Level 4.5 with 1.5-year relevant exp.</li> <li>• Previous relevant Qualification of NSQF Level 4 with 3-year relevant experience</li> </ul>
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	20 yrs
<b>Last Reviewed On</b>	18th February 2025
<b>Next Review Date</b>	18th February 2028
<b>NSQC Approval Date</b>	18th February 2025
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	18th February 2025
<b>Model Curriculum Valid Up to Date</b>	18th February 2028
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	540 Hrs
<b>Maximum Duration of the Course</b>	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.

- Basic introduction and working system of the Healthcare system.
- Explain the structure and function of the human body.
- Explain the concept of health and wellness.
- Explain the fundamental principles of health and wellness coaching including whole person approach to wellness that includes all wellness dimensions.
- Understand the roles and responsibilities of a health and wellness coach and how they differ from other experts.
- Understanding health and wellness coaching structure involves preparing for each session by reviewing materials and setting a calm, focused atmosphere;
  - conducting an initial intake to establish rapport, expectations, and coaching goals;
  - exploring the client's values, vision, and health status in early sessions to set SMART goals;
  - conducting routine sessions with check-ins, progress review, and client-driven focus; and
  - concluding with reflection on progress, creating a sustainable plan, and providing resources for ongoing support.
- Understand fundamentals of Health and Wellness Coaching process that includes a client-centered approach, building trust and rapport, active listening, reflections, tapping into client's intrinsic motivation and helping them develop self-efficacy
- Explain Ethics and Scope of practice for Health and Wellness Coaching
- Understanding Behavior change techniques that include motivational interviewing (MI)
- Discuss the benefits of an Ayurvedic diet
- Explain components of a healthy lifestyle, including nutrition, fitness, stress management, mental health, .
- Demonstrate conducting health and wellness assessments, identifying risk factors, and tailoring coaching plan techniques.
- Demonstrate professional behaviour, communication skills, personal attributes, and characteristics of a health and wellness coach.
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## 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
<b>HSS/N8401,V1: Assess Client wellness requirements to develop personalized wellness plans</b>	<b>30:00</b>	<b>30:00</b>	<b>90:00</b>	<b>00:00</b>	<b>150:00</b>
Module 1: Introduction to Healthcare Systems	10:00	10:00	00:00	00:00	20:00
Module 2: Structure and functions of the human body	17:00	02:00	00:00	00:00	19:00
Module 3: Basic Ayurvedic diet	10:00	11:00	00:00	00:00	21:00
<b>HSS/N8402,V1: Coach the client on a personalized wellness plan</b>	<b>30:00</b>	<b>30:00</b>	<b>90:00</b>	<b>00:00</b>	<b>150:00</b>
Module 4: Introduction to Health and Wellness Coaching	20:00	30:00	00:00	00:00	50:00
Module 5: Evaluating clients according to the established medical plan.	05:00	15:00	00:00	00:00	20:00
Module 6: Factors influencing health behaviours, including social and behavioural risk elements	05:00	15:00	00:00	00:00	20:00
<b>HSS/N8403,V1: Track and assess clients' progress toward their wellness goal</b>	<b>15:00</b>	<b>15:00</b>	<b>60:00</b>	<b>00:00</b>	<b>90:00</b>
Module 7- Weight Management and Obesity Prevention	05:00	05:00	00:00	00:00	10:00
Module 8: Stress Management and Relaxation Technique	10:00	10:00	00:00	00:00	20:00

<b>HSS/N8404,V1: Ensure confidentiality while maintaining proper documentation</b>	<b>10:00</b>	<b>35:00</b>	<b>30:00</b>	<b>00:00</b>	<b>75:00</b>
<b>Module 9: Ethics and Legal Considerations</b>	5:00	15:00	15:00	00:00	35:00
<b>Module 10: Documentation and management of records</b>	5:00	20:00	15:00	00:00	40:00
<b>HSS/N9623,V2: Ensure sanitization and infection control guidelines are followed at the workplace</b>	<b>05:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<b>Module 11: Sanitization and infection control at the workplace Mapped to: HSS/N9623,V2</b>	05:00	10:00	00:00	00:00	15:00
<b>Total duration</b>	<b>90:00</b>	<b>120:00</b>	<b>270:00</b>	<b>00:00</b>	<b>480:00</b>
<b>Module 12: Employability Skill: DGT/VSQ/N0102 (60 Hours)</b>	<b>60:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
<b>Total Duration</b>	<b>150:00</b>	<b>120:00</b>	<b>270:00</b>	<b>00:00</b>	<b>540:00</b>

## Module Details

### Module 1: Introduction to the Healthcare System

#### Mapped to: HSS/N8401,V1

#### Terminal Outcomes:

- Describe the basic structure and function of the healthcare delivery system including Ayush
- Discuss the importance of Health and Wellness

<b>Duration:</b> 10:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Understand healthcare services in the country including Ayush.</li> <li>• Discuss wellness centers and services available.</li> <li>• Explain the roles and responsibilities of professionals working at a health and wellness centers in general.</li> <li>• Discuss E-platforms offering health and wellness solutions such as smart gadgets, and mobile applications used in general.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a note on the basic structure and function of the Healthcare delivery system in India.</li> <li>• Prepare a chart of the working setup of all the clinics / Hospitals and wellness centers.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Visit various modern as well as Ayush hospitals, wellness centres and Healthcare setups.	

## Module2: Structure and functions of the human body

Mapped to: HSS/N8401,V1

### Terminal Outcomes:

- Apply the knowledge of the basic structure and function of the various body systems

Duration: 17:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List various body parts of a human being.</li> <li>• Describe the basic function of vital organs.</li> <li>• Understand about Wellness and well-being concepts</li> <li>• Describe various Lifestyle Disease and their Management through wellness such as</li> <li>✓ <b>Hypertension/prehypertension, blood pressure:</b> <ul style="list-style-type: none"> <li>✚ Blood pressure basics</li> <li>✓ High blood pressure signs and symptoms</li> <li>✓ Effects of high blood pressure</li> <li>✓ Measuring blood pressure</li> <li>✓ Controlling blood pressure</li> <li>✓ Risk factors for hypertension, including medical condition, Behavior, Family history and other characteristic</li> </ul> </li> <li>✚ <b>Diabetes/pre-diabetes</b> <ul style="list-style-type: none"> <li>✓ fasting glucose, haemoglobin</li> <li>✓ About diabetes risk</li> <li>✓ Symptoms and Prediabetes</li> <li>✓ Type 2 diabetes.</li> <li>✓ Investigations for Diabetes</li> </ul> </li> <li>✚ <b>Overweight &amp; obesity, BMI, waist circumference</b> <ul style="list-style-type: none"> <li>✓ Obesity causes and consequences</li> <li>✓ Assessing Body Mass Index (BMI) and Waist Circumference</li> <li>✓ Abdominal obesity and your health</li> </ul> </li> <li>✚ <b>Cardiovascular disease (mainly heart disease and stroke)</b> <ul style="list-style-type: none"> <li>✓ Heart disease</li> <li>✓ Coronary artery disease basics</li> <li>✓ Heart attack signs and symptoms</li> <li>✓ Risk factors for heart disease, including: <ul style="list-style-type: none"> <li>✓ Medical conditions, Behavior</li> <li>✓ Family history and other characteristics</li> </ul> </li> </ul> </li> <li>✚ <b>Stroke</b> <ul style="list-style-type: none"> <li>✓ Stroke signs and symptoms</li> </ul> </li> </ul> <p>Risk factors for stroke, including medical conditions, Behavior, Family history and other</p>	<ul style="list-style-type: none"> <li>• Demonstrate different parts of the body using charts and models.</li> <li>• Prepare a chart about signs and symptoms of Hypertension/prehypertension, blood pressure, Diabetes/pre-diabetes, Overweight &amp; obesity, BMI, waist circumference, Heart disease, Stroke, Lipid abnormalities, lipid panels</li> <li>• In a role play-Demonstrate principles and techniques on how to coach clients on Diabetes, and Heart Health</li> </ul>

### Health and Wellness Coach



characteristics	
<b>Lipid abnormalities, lipid panels</b> ✓ LDL and HDL Cholesterol ✓ Health conditions, Behaviors, Family History, Familial Hypercholesterolemia, ✓ Age & Gender Investigations	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, (marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
3D models of the human body and accessory organs, models human skeletal system, and organ specimens, disease-related charts	

## Module 3: Ayurvedic diet (Ahara) for Wellness Promotion

**Mapped to: N8401,V1**

### Terminal Outcomes:

- Discuss the benefits of an Ayurvedic diet during the procedure.
- Demonstrate the usage of Ayurvedic herbs and spices in the diet.

Duration: 10:00	Duration: 11:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Definition of Ahara and its types (Ashita,Peeta, Lehya and Khadita).</li> <li>• Concept of balanced diet., Nidra (sleep), andBhramacharya and its significance.</li> <li>• Concept of Dharaniya and Adharaniya vegaand their significance in health.</li> <li>• Concept and uses of drugs for wellness like Ashwagandha, Guduchi, Yeshtimadhu, Brahmi, Neem, and Manjishtha.</li> <li>• Explain the significance of herbs and spices used for improving health and maintaining wellness.</li> <li>• Explain the importance and knowledge of decoctions like Tulsi-ginger decoction and Ashwagandha milk for immunity etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate Ayurvedic herbs.</li> <li>• Prepare a brief note about the Ayurvedic diet and nutrition meals.</li> <li>• Make a list of Dharaniya and Adharaniya vegas</li> <li>• Demonstrate the method of preparation of decoction.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV aids, Mick	
<b>Tools, Equipment and Other Requirements</b>	
Visit AYUSH Hospital for field assignment.	

## Module 4: Introduction to Health and Wellness Coaching

*Mapped to: HSS/N8402,V1*

### Terminal Outcomes:

- Describe the basic structure and function of the health coach.
- Describe the concept of health coaching and establishing the coaching agreement

Duration: 20:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the concept of wellness according to the principles of Ayush and concepts of health coaching.</li> <li>• Discuss different dimensions of wellness including physical, psychological, spiritual, Psychosocial and social well-being.</li> <li>• Distinguish between health coach, dietitian, nutritionist, fitness trainer, consultant and expert.</li> <li>• Discuss the Importance of being calm, stable, and emotionally balanced according to the Ayurvedic principles.</li> <li>• Explain cultivating coaching relationships and building trust and rapport with clients.</li> <li>• Explain how to prep for the session and manage logistics.</li> <li>• Explain how to create your coaching agreement that outlines coach and client responsibility confidentially.</li> <li>• Discuss how clients craft their wellness vision</li> <li>• Explain to conduct follow-up sessions focused on client reflections, previous success when appropriate, and identifying areas of focus.</li> <li>• Discuss how to end each coaching session by summarizing and reflecting on the lessons and insights gained by the client.</li> <li>• Develop inquiry and interview strategies that focus on the client's strengths and long-term goals to guide them towards their desired outcomes.</li> <li>• Discuss relevant guidelines and recommendations in the areas of health promotion, disease prevention, and lifestyle modifications as per APEX medical bodies of the country.</li> <li>• Describe the fundamental principles of motivational approaches and how they can impact the behaviour change outcome.</li> <li>• Describe the fundamental principles of motivational approaches and their impact on behaviour and effective communication and their application in the context of health coaching.</li> <li>• Discuss the concept of SMART Goal setting for clients.</li> <li>• Discuss the concept of the progress review and feedback from each session.</li> </ul>	<ul style="list-style-type: none"> <li>• List the physical, emotional, social, intellectual, spiritual, and environmental factors that influence people's health in a chart.</li> <li>• In a Role-Play- Demonstrate Engagement Strategies with the patients.</li> <li>• Prepare a list of steps to create an action plan with the client collaboratively.</li> <li>• In a role-play, Demonstrate analysis of client reports</li> <li>• Demonstrate the process of taking consent.</li> </ul>

**-Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV aids

**Tools, Equipment and Other Requirements**

Case studies coaching styles and interventions, IEC material such as brochures, pamphlets, leaflets

## Module 5: Evaluating clients according to the established medical plan.

Mapped to : HSS/N8402,V1

### Terminal Outcomes:

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

<b>Duration:</b> 05:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss about the Anthropometric measurements (Height, Weight and Body Mass Index) that can be used to assess body composition.</li> <li>Explain the process of taking an individual medical history, including acute and chronic illnesses that may alter wellness plans.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the steps of measuring Height, Weight, and Body Mass Index (BMI) in the skill lab.</li> <li>Demonstrate the method of using different assessment tools for Anthropometric measurement.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
IEC material such as brochures, pamphlets, leaflets on balanced diet, weighing machines, height meter	

## Module 6: Factors influencing health behaviours, including social and behavioural risk elements

**Mapped to: HSS/N8402,V1**

### Terminal Outcomes:

- Discuss the importance of various regimens in the management of lifestyle disorders.
- Describe various coaching techniques useful for sustaining behavioural habit change.

<b>Duration:</b> 05:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the key concepts of the social, individual, and environmental factors influencing health behaviours.</li> <li>• Identify common behaviour risk factors that affect health such as smoking, poor diet, obesity, alcohol consumption, tobacco, substance abuse, and disease warning symptoms.</li> <li>• Describe the use of dietetics principles for the prevention of lifestyle disorders.</li> <li>• Describe the importance of Yoga and meditation for lifestyle disorders.</li> <li>• Discuss the use of various types of food to manage lifestyle disorders.</li> <li>• Describe the classification of diet such as Energy-rich food, Bodybuilding food, protective food as per modern dietetics, and Vedic diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample report on diseases related to risk factors etc.</li> <li>• Prepare a list of risk factors that can affect health.</li> <li>• Make a list of lifestyle disorders.</li> <li>• Demonstrate yoga and meditation</li> <li>• Prepare a chart explaining the classification of diet.</li> <li>• Application of coaching principles and techniques on how to coach clients smoking cessation, alcohol consumption and healthy nutritional habits</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentations, Flip Charts, White-Board/Smart Board, Markers, Dusters	
<b>Tools, Equipment and Other Requirements</b>	
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 7: Weight Management and Obesity Prevention

Mapped to: HSS/N8403,V1

### Terminal Outcomes:

- Describe the impact of physical activity and sedentary behaviour on overall well-being.

<b>Duration:</b> 05:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the overview and benefits of physical activity.</li> <li>Discuss the causes and effects of obesity.</li> <li>Discuss the Physical activity specific to age and risk categories.</li> <li>Discuss ways to track physical activity through mobile devices and wearable technology.</li> <li>Elaborate on Sedentary lifestyle and its risk of disease.</li> <li>Describe various Lifestyle Disease and their Management such as Diabetes - Hypertension - Obesity - Osteoporosis - Back pains.</li> <li>Discuss the concept of Sleep hygiene</li> <li>Discuss the concept of various Yoga Asanas, and Surya namaskar daily to improve health.</li> <li>Discuss the importance of Yama, niyama and pranayama, to improve physical as well as mental health</li> <li>Discuss the importance of a balanced diet.</li> <li>Coaching clients through weight-related challenges</li> </ul>	<ul style="list-style-type: none"> <li>Role play - Conduct interviews to understand the client's daily routines and activities.</li> <li>Demonstrate various yoga poses like padahastana, Dhanurasana etc</li> <li>Demonstrate the techniques of pranayama.</li> <li>List down components of a balanced diet.</li> <li>Ina role play demonstrates Application principles and techniques on how to coach clients on weight management , sleep and exercise</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentations, Flip Charts, White-Board/Smart Board, Markers, Dusters, and AV Aids for understanding physical activities and its implication on body	
<b>Tools, Equipment and Other Requirements</b>	
Case studies and demonstrative videos on physical activities and sedentary lifestyle, tracking devices	

## Module 8: Stress Management and Relaxation Technique

*Mapped to: HSS/N8403,V1*

### Terminal Outcomes:

- Describe the concept of mental health and various means of handling stress.

<b>Duration:</b> 10:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the concept of Mental health.</li> <li>Discuss the Social determinants of health.</li> <li>Discuss the factors affecting mental health.</li> <li>Elaborate the concept of social isolation.</li> <li>Discuss various strategies for Coping with stress.</li> <li>Discuss the importance of Relaxation and Meditation</li> <li>Discuss various Meditation techniques to improve mental health.</li> <li>Discuss the role of enchanting mantras and hymns which increase the dopamine level in the brain.</li> </ul>	<ul style="list-style-type: none"> <li>In role-play demonstrate counselling sessions for student's stress and maintain emotional balance.</li> <li>List out strategies for coping with stress.</li> <li>Demonstrate the meditation techniques including Brahmari, Bhastrika to improve mental health</li> <li>Prepare a note of various mantras and hymns.</li> <li>In a role play-demonstrate principles and techniques on how to coach clients on stress management and overall mental wellbeing.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Case studies and demonstrative videos on stress and coping strategies.	



## Module 9: Ethics and Legal Considerations

### Mapped to HSS/N8404,v1

#### Terminal Outcomes:

- Describe the ethical principles of Awareness and legal frameworks

<b>Duration:</b> 05:00	<b>Duration:</b> 15 :00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Understand the importance of working within your level of competence, authority and knowledge base</li> <li>Enlist the importance of responding correctly to any questions which are within your area of responsibility and refer any questions that you cannot answer to the appropriate person</li> <li>Keep self-updated with current legislation, guidelines, local policies and protocols as per the scope of work</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a list of Guidelines and policies.</li> <li>In a role play-follow up with the client promptly and provide a clear and helpful answer.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
IEC material such as brochures, pamphlets, leaflets of legislation, guidelines, local policies	

## Module 10: Documentation and management of records

### Mapped to HSS/N8404,V1

#### Terminal Outcomes:

- Demonstrate technical skills in creating, updating and retrieving the database.

<b>Duration:</b> 5:00	<b>Duration:</b> 20:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the process of taking individual medical history, including acute and chronic illnesses that may alter nutritional needs.</li> <li>• Understand the importance of maintaining individual/client confidentiality when responding to enquiries and throughout your work practices</li> <li>• Highlight the importance of ensuring the safe and secure transfer of the individual's information or data to the enquirer.</li> <li>• Maintain full, accurate and legible records in line with current legislation, guidelines, local policies and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps in taking the medical history.</li> <li>• Demonstrate the process of maintaining dietary intake and output chart.</li> <li>• In a role play-demonstrate the process of maintaining data.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
IEC material such as brochures, pamphlets, leaflets of balanced diet, weighing machine, height meter	

## Module 11: Sanitization and infection control at the workplace

*Mapped to: HSS/N9623,V2.0*

### Terminal Outcomes:

- Apply self-hygiene and social distancing practices.
- Apply sanitisation and infection control policies and procedures at the workplace.
- Follow guidelines for biomedical waste disposal systems at the workplace

<b>Duration: 05:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Distinguish between the ways of sanitizing indoor and outdoor workspaces.</li> <li>• Describe various guidelines for ventilation and air conditioning to be followed.</li> <li>• Discuss the appropriate process of categorisation, disposal, transportation, and treatment of waste and its significance.</li> <li>• Explain the importance of incident reporting.</li> <li>• Discuss the ways of risk assessment and management.</li> <li>• Discuss the ways of dealing with stress and anxiety and providing support during an epidemic or a pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sample Information, Education and Communication (IEC) material such as handouts, visual aids, etc. for raising awareness related to disease outbreaks and prevention.</li> <li>• In a role play demonstrate the reporting of an incident.</li> <li>• In a role play demonstrate the process of disposal, transportation and treatment of waste.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
E-modules depicting sanitization, infection control and waste disposal practices	

## Module 12: Employability Skills (60 hours)

### Mapped to DGT/VSQ/N0102: Employability Skills (60 Hours)

Mandatory Duration: 60:00			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Discuss the Employability Skills required for jobs in various industries.</li> <li>List different learning and employability-related GOI and private portals and their usage.</li> </ul>	1.5
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.</li> <li>Show how to practice different environmentally sustainable practices.</li> </ul>	1.5
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss importance of relevant 21st century skills.</li> <li>Exhibit 21st-century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Describe the benefits of continuous learning.</li> </ul>	2.5
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Show how to use basic English sentences every day. conversation in different contexts, in person and over the telephone.</li> <li>Read and interpret text written in basic English</li> <li>Write a short note/paragraph / letter/e -mail using basic English.</li> </ul>	10
5.	Career Development & Goal Setting	<ul style="list-style-type: none"> <li>Create a career development plan with well-defined short- and long-term goals.</li> </ul>	2
6.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Explain the importance of active listening for effective communication.</li> <li>Discuss the significance of working collaboratively with others in a team.</li> </ul>	5
7.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD.</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	2.5
8.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service.</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely.</li> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids.</li> </ul>	5

9.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life.</li> <li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely. Create sample word documents, excel sheets and presentations using basic features. Utilize virtual collaboration tools to work effectively.</li> </ul>	10
10.	Entrepreneurship	<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises.</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>Create a sample business plan, for the selected business opportunity.</li> </ul>	7
11	Customer Service	<ul style="list-style-type: none"> <li>Describe the significance of analyzing different types and needs of customers.</li> <li>Explain the significance of identifying customer needs and professionally responding to them.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	5
12	Getting Ready for Apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV).</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively.</li> <li>Discuss the significance of maintaining hygiene and confidence during an interview.</li> <li>Perform a mock interview.</li> <li>List the steps for searching and registering for apprenticeship opportunities.</li> </ul>	8

**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.*

## Annexure

<b>Mandatory Duration: 270:00</b>	
<b>Module Name: On-the-Job Training</b>	
<b>Location: On Site</b>	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• Prepare a SOP checklist for the coaching session</li> <li>• Demonstrate the process of setting up the work area or coaching area along with the required tools, equipment, consumables etc.</li> <li>• Demonstrate safe work practices during the wellness coaching.</li> <li>• Demonstrate various voice modulation for effective sessions based on individual preference.</li> <li>• Demonstrate the techniques of Asanas, Pranayams etc for the session.</li> <li>• Demonstrate means of handling stress management and relaxation techniques.</li> <li>• Demonstrate various reports to be documented.</li> <li>• Demonstrate Weight Management and Obesity Prevention methods</li> <li>• Demonstrate various Ayurvedic diet preparations and its role in maintaining health.</li> <li>• Demonstrate maintenance of ethical and legal frameworks.</li> <li>• Demonstrate Documentation and management of records.</li> <li>• Demonstrate effective skills for smooth coordination and administrative tasks at the facility.</li> </ul>	

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Any Graduation	Health and wellness coaching certificate	3	-		-	
BSc Dietetics		2				
Nursing Graduates		2				
Medical Graduates		1				

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: Health and wellness coach" mapped to QP: "HSS/N8401 v1.0" with a 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	
Graduation	Health and wellness coaching certificate	4	-			
BSc Dietetics		3				
Nursing Graduates		3				
Medical Graduates		2				

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role Health and Wellness Coach mapped to QP: "HSS/N8401Q v1.0" with 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 the practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role are set and made available in the qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) in collaboration with HSSC or hired by the Healthcare Sector Skill Council or with the HSSC-accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessment 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 the final assessment:

**1. Practical Assessment:** This comprises of the creation of a 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, 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 the 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 the HSSC Assessment Framework, competency-based assessments, assessors guide etc. HSSC conducts a "Training of Assessors" program from time to time for each job role and sensitizes assessors regarding the assessment process and strategy which is outlined on the 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 the assessor before the start of the assessments.
- 5) Guidance on the assessment 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

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>CYP</b>	Common Yoga Protocol
<b>PPE</b>	Personal Protective Equipment
<b>SOP</b>	Standard Operating Procedure
<b>CPR</b>	Cardiopulmonary Resuscitation