

Qualification Pack



Ayurveda Dietician

QP Code: HSS/Q3902

Version: 2.0

NSQF Level: 6

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

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HSS/Q3902: Ayurveda Dietician

Brief Job Description

An Ayurveda Dietician prepares a diet plan that provides guidelines about when to eat, what to eat, and how to eat to boost health, prevent or manage disease, and maintain wellness. The primary role is to assess nutritional needs and prescribe an ayurvedic diet plan for the client (healthy individual as well as for diseased person). They also supervise and instruct related professionals in preparation of therapeutic or other diets in hospitals, institutions or other establishments

Personal Attributes

They should exhibit good coordination, self-discipline, dedication, persistence, ethical behavior and the ability to deal empathetically with clients and their family .They should have good communication skills in Hindi, English or any other local language.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HSS/N3904: Prepare an ayurvedic diet plan as per client's health and medical conditions](#)
2. [HSS/N3905: Educate the client on customized diet plan in accordance with ayurvedic principles](#)
3. [HSS/N3906: Evaluate the effectiveness of the diet plan](#)
4. [HSS/N3907: Document and maintain the dietetic records for follow up activities](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
6. [HSS/N9617: Maintain a safe, healthy and secure working environment](#)
7. [HSS/N9620: Comply with infection control and biomedical waste disposal policies](#)

Qualification Pack (QP) Parameters

Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda-Diet
Country	India

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NSQF Level	6
Credits	20
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2265.0200
Minimum Educational Qualification & Experience	<p>Pursuing first year of 2-year PG program after completing 3 year UG degree (in the relevant field B.Sc. Dietetics) with NA of experience OR Pursuing PG diploma after 3 year UG degree (in the relevant field) with NA of experience OR Completed 3 year UG degree program after 12th (in the relevant field (BAMS/BSc Dietetics)) with NA of experience OR Pursuing 4th year UG (in case of 4-year UG with honours/ honours with research) (in the relevant field (BAMS/BSc Dietetics)) with NA of experience</p>
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	NA
Next Review Date	17/11/2027
NSQC Approval Date	17/11/2022
Version	2.0
Reference code on NQR	2022/HLT/HSSC/06754
NQR Version	2.0

Remarks:

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HSS/N3904: Prepare an ayurvedic diet plan as per client's health and medical conditions

Description

This Occupational Standard describes the preparation of a diet chart related to a specific disease or health condition as per ayurvedic principles and concepts

Scope

The scope covers the following :

- Obtain client information
- Prepare ayurvedic diet plan

Elements and Performance Criteria

Obtain client information

To be competent, the user/individual on the job must be able to:

- PC1.** adopt gender neutral behaviour towards client while introducing one self
- PC2.** obtain information from client regarding their diet patterns
- PC3.** take history or conduct interviews to understand the needs for diet plan
- PC4.** interpret information about lifestyle and health from family history, medical records, blood investigations
- PC5.** check and record physical parameters such as height, weight, body mass index (BMI)
- PC6.** enter information in a prescribed format obtained from various sources

Prepare ayurvedic diet plan

To be competent, the user/individual on the job must be able to:

- PC7.** evaluate client's nutritional condition based on the information received
- PC8.** assess nutritional requirement considering client's beliefs and food habits
- PC9.** assess family dynamics, socio-cultural and religious sensitivities to acknowledge the diet preferences
- PC10.** design a diet plan in accordance with ayurvedic concept Vata, Pitta and Kapha Doshas according to Desha (habitat), Kala (season) and Prakriti (body constitution)
- PC11.** customize dietary information based on the food preferences of the client

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant protocols, good practices, standards, policies, and procedures related to diet selection and planning
- KU2.** recognise the moral, legal, and ethical responsibility towards the organisation

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- KU3.** the scope and objectives of the organization in order to perform the duties to meet the vision and mission of the organization
- KU4.** basic structure and function of the ayurveda healthcare system in the country
- KU5.** basic structure and function of the body system and associated component
- KU6.** importance of ayurvedic diet
- KU7.** concept of Ayushyakara and Urjaskara ahara
- KU8.** importance of Ahara in health and disorders according to Desha (Habitat), Kala (Season) and Prakriti (Body Constitution)
- KU9.** properties and classification of Aahara Dravya, Hita Avam Ahita Ahara based on Doshika Prakriti, Ahara Avam Jatharagni, Ritucharya Aavam Ahara Dinacharya Avam Ahara
- KU10.** use of shadrasa in ahara for health
- KU11.** use of Snehavarga (edible fats and oils)
- KU12.** use of milk and milk products
- KU13.** correct use of meat, fish and poultry products in diet
- KU14.** types of honey and its medicinal uses
- KU15.** use of Kritanna Varga (various dietary forms)
- KU16.** symptoms of electrolyte imbalance, blood sugar imbalance or gastro-intestinal distress and understand its implication on the therapeutic diet
- KU17.** Pathya, and Apathya Ahar in various disorders Jvara, Atisara, Kamala, Pandu, Raktapitta, Unmada, Apasmara, Prameha, Madhumeha, etc.
- KU18.** advances in the field of ayurvedic nutrition and dietary practices
- KU19.** digestion & absorption process
- KU20.** macro nutrients, micro nutrients, energy & carbohydrates
- KU21.** importance of family history, medical records, blood investigations, family dietary habits etc related to client lifestyle and health information
- KU22.** the importance of identifying and respecting gender differences and diversity
- KU23.** about national programs related to modern dietetics, nutrition and dietary practices
- KU24.** use of Sanskrit and English language
- KU25.** the importance of utilizing appropriate Information, Education and Communication (IEC) material such as visual aids, slides, electronic presentation, hand-outs while taking information from the client

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write in one or more language
- GS2.** write instructions as per diet plan
- GS3.** write instructions for supporting staff during food preparation and serving
- GS4.** write and speak in unambiguous manner
- GS5.** complete all activities accurately and in a timely manner
- GS6.** build rapport and use customer centric approach

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- GS7.** be sensitive to the non-verbal communication of the client and relatives
- GS8.** interact and convey information effectively to client and others
- GS9.** adopt a communication style to reflect gender, cultural, religious sensitivities
- GS10.** maintain client's confidentiality
- GS11.** respect personal space
- GS12.** be compassionate with client and their families
- GS13.** build interpersonal relationships that foster inter- and intra-departmental unity
- GS14.** address conflict and manage it effectively
- GS15.** make efforts to understand the state of mind and behavior of the client
- GS16.** avoid using jargon, slang or acronyms when communicating with client or others unless it is required

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Obtain client information</i>	76	60	-	60
PC1. adopt gender neutral behaviour towards client while introducing one self	-	10	-	-
PC2. obtain information from client regarding their diet patterns	-	10	-	-
PC3. take history or conduct interviews to understand the needs for diet plan	-	10	-	-
PC4. interpret information about lifestyle and health from family history, medical records, blood investigations	-	10	-	-
PC5. check and record physical parameters such as height, weight, body mass index (BMI)	-	10	-	-
PC6. enter information in a prescribed format obtained from various sources	-	10	-	-
<i>Prepare ayurvedic diet plan</i>	80	90	-	60
PC7. evaluate client's nutritional condition based on the information received	-	20	-	-
PC8. assess nutritional requirement considering client's beliefs and food habits	-	20	-	-
PC9. assess family dynamics, socio-cultural and religious sensitivities to acknowledge the diet preferences	-	20	-	-
PC10. design a diet plan in accordance with ayurvedic concept Vata, Pitta and Kapha Doshas according to Desha (habitat), Kala (season) and Prakriti (body constitution)	-	20	-	-
PC11. customize dietary information based on the food preferences of the client	-	10	-	-
NOS Total	156	150	-	120

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N3904
NOS Name	Prepare an ayurvedic diet plan as per client's health and medical conditions
Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda-Diet
NSQF Level	6
Credits	5
Version	2.0
Last Reviewed Date	NA
Next Review Date	17/11/2027
NSQC Clearance Date	17/11/2022

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HSS/N3905: Educate the client on customized diet plan in accordance with ayurvedic principles

Description

This unit is about advising the client to make changes in their diet as per the ayurvedic diet regimen to promote health and alleviation of diseases

Scope

The scope covers the following :

- Educate the client and their families on diet modification

Elements and Performance Criteria

Educate the client and their families on diet modification

To be competent, the user/individual on the job must be able to:

- PC1.** plan counselling session with client and their family to provide dietary information
- PC2.** communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary
- PC3.** offer help to PwD if required
- PC4.** involve families during counselling session to obtain necessary information regarding clients dietary habits
- PC5.** conduct counselling session using relevant educational brochure for educating client and their family
- PC6.** educate family members on advantages of diet modifications
- PC7.** handle stressful or risky situations when educating client
- PC8.** respond to any queries raised by the client related to ayurvedic diet plan with accurate information
- PC9.** guide regarding healthy cooking tips for preparing nutritious, safe and healthy meals at home
- PC10.** guide to make changes in lifestyle in accordance with ayurvedic regimen
- PC11.** confirm that the needs of the client have been met
- PC12.** educate about foods or products which is to be avoided in compliance with Pathya and Apathya Ahara
- PC13.** maintain any records required at the end of the interaction

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational policies regarding counselling activities
- KU2.** the role and importance of ayurveda dietician

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- KU3.** the moral, legal, and ethical responsibility towards the organization
- KU4.** organizational values and the professional standards
- KU5.** all relevant information concerning areas of clinical competence
- KU6.** the mission, goals, values, and knowledge of the profession
- KU7.** the viability, reputation, and proprietary rights of the organization
- KU8.** basic structure and function of the ayurveda healthcare system in the country
- KU9.** the HR protocols, professional and dress code, grievance redressal mechanism as per the guidelines of the organization
- KU10.** importance of monitoring the weight gain or loss patterns
- KU11.** importance of client confidentiality and need for privacy
- KU12.** importance of showing regard towards all genders and PwD
- KU13.** difficulties that can occur when communicating with client and family members in stressful situations and how to manage these
- KU14.** methods of cooking, exchange list & diet planning as per ayurvedic concepts
- KU15.** do's and don'ts of eating
- KU16.** use of Sanskrit and English language
- KU17.** about timings, cooking procedure and amount of eating

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write in at least one or more language
- GS2.** maintain any records required after the interaction
- GS3.** read instructions and pamphlets provided by organization
- GS4.** keep abreast with the latest knowledge by reading relevant materials
- GS5.** communicate in polite, calm, empathetic and congenial manner
- GS6.** adopt a communication style to reflect gender, cultural, religious sensitivities
- GS7.** build rapport with the client's family and use customer centric approach
- GS8.** be sensitive to the non-verbal communication of the client and relatives
- GS9.** avoid using jargon, slang or acronyms when communicating with a stakeholder, unless it is required

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Educate the client and their families on diet modification</i>	50	50	-	50
PC1. plan counselling session with client and their family to provide dietary information	-	3	-	-
PC2. communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary	-	2	-	-
PC3. offer help to PwD if required	-	2	-	-
PC4. involve families during counselling session to obtain necessary information regarding clients dietary habits	-	5	-	-
PC5. conduct counselling session using relevant educational brochure for educating client and their family	-	5	-	-
PC6. educate family members on advantages of diet modifications	-	5	-	-
PC7. handle stressful or risky situations when educating client	-	5	-	-
PC8. respond to any queries raised by the client related to ayurvedic diet plan with accurate information	-	5	-	-
PC9. guide regarding healthy cooking tips for preparing nutritious, safe and healthy meals at home	-	5	-	-
PC10. guide to make changes in lifestyle in accordance with ayurvedic regimen	-	5	-	-
PC11. confirm that the needs of the client have been met	-	3	-	-
PC12. educate about foods or products which is to be avoided in compliance with Pathya and Apathya Ahara	-	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. maintain any records required at the end of the interaction	-	3	-	-
NOS Total	50	50	-	50

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N3905
NOS Name	Educate the client on customized diet plan in accordance with ayurvedic principles
Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda-Diet
NSQF Level	6
Credits	8
Version	2.0
Last Reviewed Date	NA
Next Review Date	17/11/2027
NSQC Clearance Date	17/11/2022

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HSS/N3906: Evaluate the effectiveness of the diet plan

Description

This unit is about providing the required knowledge and skills to assess and evaluate the effectiveness of prescribed diet plan

Scope

The scope covers the following :

- Assess the effect of a prescribed diet plan

Elements and Performance Criteria

Assess the effect of a prescribed diet plan

To be competent, the user/individual on the job must be able to:

- PC1.** evaluate the nutritional progress of a client after stipulated time period
- PC2.** check daily records of food and nutrient intake
- PC3.** gauge client's weight, fitness and its progress
- PC4.** prepare a plan of action based on nutritional assessment

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** legal, and ethical responsibility towards the organization
- KU2.** organizational values and the professional standards
- KU3.** the mission, goals, values, and knowledge of the profession
- KU4.** basic structure and function of the ayurveda healthcare system in the country
- KU5.** the HR protocols, professional and dress code, grievance redressal mechanism as per the guidelines of the organization
- KU6.** documentation methods for interdisciplinary communication (wherever applicable) for the specific organization
- KU7.** communicate effectively to client and family members about effectiveness of diet plan
- KU8.** importance of monitoring the weight gain or loss patterns
- KU9.** nutritional information regarding different food items
- KU10.** use of food and nutrition assessment tool checklist
- KU11.** how to monitor the Body Mass Index (BMI)
- KU12.** body regulation factors including maintenance of body temperature, fluid & electrolyte balance, elimination of body wastes, maintenance of blood pressure

Generic Skills (GS)

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User/individual on the job needs to know how to:

- GS1.** prepare checklist and document findings and observations
- GS2.** write down specific instructions for client prior to discharge from hospital
- GS3.** write information about nutritional value of different foods to be included in the diet
- GS4.** read instructions and pamphlets provided by organization
- GS5.** keep abreast with the latest knowledge by reading relevant materials
- GS6.** communicate in polite, calm, empathetic and congenial manner
- GS7.** adopt a communication style to reflect gender, cultural, religious sensitivities
- GS8.** make decision about preferences and modify nutritional education accordingly
- GS9.** identify areas of flexibility that will help address objections and reluctance to dietary changes

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assess the effect of a prescribed diet plan</i>	50	50	-	50
PC1. evaluate the nutritional progress of a client after stipulated time period	-	10	-	-
PC2. check daily records of food and nutrient intake	-	10	-	-
PC3. guage client's weight, fitness and its progress	-	15	-	-
PC4. prepare a plan of action based on nutritional assessment	-	15	-	-
NOS Total	50	50	-	50

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N3906
NOS Name	Evaluate the effectiveness of the diet plan
Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda-Diet
NSQF Level	6
Credits	1
Version	2.0
Last Reviewed Date	NA
Next Review Date	17/11/2027
NSQF Clearance Date	17/11/2022

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HSS/N3907: Document and maintain the dietetic records for follow up activities

Description

This OS unit is about documenting and maintaining complete and accurate dietetic records of client for follow up activities

Scope

The scope covers the following :

- Document and maintain the records

Elements and Performance Criteria

Document and maintain the records

To be competent, the user/individual on the job must be able to:

- PC1.** prepare and maintain record of the dietary documents as per legislation and organizational procedure
- PC2.** maintain confidentiality of stored records
- PC3.** maintain and update follow-up register as per organizational policies
- PC4.** organize all relevant information in standardized formats related to client's profile for follow ups
- PC5.** organize the previous records of the client from database before scheduled appointment

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** guidelines, policies, and process of record keeping including its storage and retrieval
- KU2.** organizational practices regarding storage of information
- KU3.** guidelines on maintaining confidentiality and importance of respecting

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write in at least one or more languages
- GS2.** write progress reports and results
- GS3.** read problems and resolutions
- GS4.** read and understand work related documents and information shared by different sources
- GS5.** write the correct ayurvedic terminologies
- GS6.** write and read the clinical data

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- GS7.** read and follow instructions related to coding and storage of data
- GS8.** read and follow instructions for following standard practices for storage of information
- GS9.** give clear instructions to the client/relatives and keep them informed about progress
- GS10.** speak and write in a clear manner and avoid using jargon, slang or acronyms when communicating unless it is required
- GS11.** take decisions regarding best information storage and retrieval practices

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Document and maintain the records</i>	50	50	-	70
PC1. prepare and maintain record of the dietary documents as per legislation and organizational procedure	-	10	-	-
PC2. maintain confidentiality of stored records	-	10	-	-
PC3. maintain and update follow-up register as per organizational policies	-	10	-	-
PC4. organize all relevant information in standardized formats related to client's profile for follow ups	-	10	-	-
PC5. organize the previous records of the client from database before scheduled appointment	-	10	-	-
NOS Total	50	50	-	70

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N3907
NOS Name	Document and maintain the dietetic records for follow up activities
Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda-Diet
NSQF Level	6
Credits	1
Version	2.0
Last Reviewed Date	NA
Next Review Date	17/11/2027
NSQC Clearance Date	17/11/2022

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DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	27/01/2025
NSQC Clearance Date	27/01/2022

Qualification Pack

HSS/N9617: Maintain a safe, healthy and secure working environment

Description

This OS unit is about monitoring the working environment and ensuring a safe, healthy, secure and effective working conditions

Scope

The scope covers the following :

- Complying the health, safety and security requirements and procedures for workplace
- Handling hazardous situation
- Reporting any hazardous situation

Elements and Performance Criteria

Complying the health, safety and security requirements and procedures for work place

To be competent, the user/individual on the job must be able to:

- PC1.** identify individual responsibilities in relation to maintaining workplace health safety and security requirements
- PC2.** comply with health, safety and security procedures for the workplace
- PC3.** comply with health, safety and security procedures and protocols forenvironmental safety

Handling hazardous situation

To be competent, the user/individual on the job must be able to:

- PC4.** identify potential hazards and breaches of safe work practices
- PC5.** identify and interpret various hospital codes for emergency situations
- PC6.** correct any hazards that individual can deal with safely, competently and within the limits of authority
- PC7.** provide basic life support (BLS) and first aid in hazardous situations, whenever applicable
- PC8.** follow the organizations emergency procedures promptly, calmly, and efficiently
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** complete any health and safety records legibly and accurately

Reporting any hazardous situation

To be competent, the user/individual on the job must be able to:

- PC11.** report any identified breaches in health, safety, and security procedures to the designated person
- PC12.** promptly and accurately report the hazards that individual is not allowed to deal with to the relevant person and warn other people who may get affected

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** the importance of health, safety, and security in the workplace
- KU2.** the basic requirements of the health and safety and other legislations and regulations that apply to the workplace
- KU3.** the person(s) responsible for maintaining healthy, safe, and secure workplace
- KU4.** the relevant up-to-date information on health, safety, and security that applies to the workplace
- KU5.** the responsibilities of individual to maintain safe, healthy and secure workplace
- KU6.** how to report the hazard
- KU7.** requirements of health, safety and security in workplace
- KU8.** how to create safety records and maintaining them
- KU9.** the importance of being alert to health, safety, and security hazards in the work environment
- KU10.** the common health, safety, and security hazards that affect people working in an administrative role
- KU11.** how to identify health, safety, and security hazards
- KU12.** the importance of warning others about hazards and how to do so until the hazard is dealt with

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** report and record incidents
- GS2.** read and understand company policies and procedures
- GS3.** clearly report hazards and incidents with the appropriate level of urgency
- GS4.** make decisions pertaining to the area of work
- GS5.** plan for safety of the work environment
- GS6.** communicate effectively with patients and their family, physicians, and other members of the health care team
- GS7.** be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern
- GS8.** identify hazards, evaluate possible solutions and suggest effective solutions
- GS9.** analyze the seriousness of hazards
- GS10.** analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Complying the health, safety and security requirements and procedures for work place</i>	7	-	2	10
PC1. identify individual responsibilities in relation to maintaining workplace health safety and security requirements	-	-	-	-
PC2. comply with health, safety and security procedures for the workplace	-	-	-	-
PC3. comply with health, safety and security procedures and protocols forenvironmental safety	-	-	-	-
<i>Handling hazardous situation</i>	8	-	5	10
PC4. identify potential hazards and breaches of safe work practices	-	-	-	-
PC5. identify and interpret various hospital codes for emergency situations	-	-	-	-
PC6. correct any hazards that individual can deal with safely, competently and within the limits of authority	-	-	-	-
PC7. provide basic life support (BLS) and first aid in hazardous situations, whenever applicable	-	-	-	-
PC8. follow the organizations emergency procedures promptly, calmly, and efficiently	-	-	-	-
PC9. identify and recommend opportunities for improving health, safety, and security to the designated person	-	-	-	-
PC10. complete any health and safety records legibly and accurately	-	-	-	-
<i>Reporting any hazardous situation</i>	5	-	2	10
PC11. report any identified breaches in health, safety, and security procedures to the designated person	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. promptly and accurately report the hazards that individual is not allowed to deal with to the relevant person and warn other people who may get affected	-	-	-	-
NOS Total	20	-	9	30

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N9617
NOS Name	Maintain a safe, healthy and secure working environment
Sector	Healthcare
Sub-Sector	Social Work & Community Health, Healthcare Management, Allied Health & Paramedics
Occupation	Generic
NSQF Level	4
Credits	0.5
Version	2.0
Last Reviewed Date	NA
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

Qualification Pack

HSS/N9620: Comply with infection control and biomedical waste disposal policies

Description

This OS unit is about the safe handling and management of health care waste and following infection control policies

Scope

The scope covers the following :

- Management of Healthcare Waste (Biomedical and General waste)
- Infection control practices

Elements and Performance Criteria

Management of Healthcare Waste (Biomedical and General waste)

To be competent, the user/individual on the job must be able to:

- PC1.** segregate healthcare waste as per the updated organizational/ state policies
- PC2.** handle, package, label, store, transport and dispose off waste appropriately as per scope of work

Infection control practices

To be competent, the user/individual on the job must be able to:

- PC3.** follow Universal Precautions to avoid contact with patients' bodily fluids, by wearing Personal Protective Equipment (PPE) and maintaining hand hygiene as and when required
- PC4.** identify infection risks and plan for response appropriately as per organizational policies under scope of work
- PC5.** follow incident reporting protocols as per SOPs in incidents such as needle stick injuries etc.
- PC6.** follow spill management protocols

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** significance of appropriate waste disposal methods as per organizational policies and procedures
- KU2.** person(s) responsible for health, safety, and security in the organization
- KU3.** ways to handle waste appropriately to reduce the risk of contamination
- KU4.** good personal hygiene practices including hand hygiene
- KU5.** types of bio medical waste
- KU6.** different types of color codes designated for types of wastes
- KU7.** concept of segregation, disposal and treatment of bio medical waste
- KU8.** the hazards and risks associated with the waste disposal

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- KU9.** the required actions and reporting procedures for any accidents and spillages
- KU10.** the requirements of the relevant external agencies involved in the transportation and receiving of waste
- KU11.** the impact of waste on environmental changes
- KU12.** the policies and guidance that clarify scope of practice, accountabilities and the working relationship between oneself and others
- KU13.** management of infection risks at workplace
- KU14.** the path of disease transmission including direct contact and penetrating injuries, risk of acquisition
- KU15.** difference between clean, sterile, and unsterile area
- KU16.** concept of Universal precautions
- KU17.** types of PPE used in healthcare domain such as gloves, gown, goggles etc
- KU18.** correct method of Donning and Doffing of PPE
- KU19.** steps of hand washing according to the updated guidelines
- KU20.** difference between hand rub and hand washing and indications of both
- KU21.** various types of cleaning agents and disinfectants
- KU22.** types of hazardous spills
- KU23.** concept of injection safety
- KU24.** concept of respiratory hygiene

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** • read and understand latest guidelines on managing biomedical waste and
• infection control and prevention
- GS2.** communicate effectively with others
- GS3.** report hazards and incidents clearly with the appropriate level of urgency
- GS4.** plan for safety of the work environment
- GS5.** identify risk, evaluate possible solutions and suggest effective solutions
- GS6.** analyse the seriousness of hazards pertaining to hospital waste and related infections
- GS7.** make decisions pertaining to the area of work
- GS8.** • apply, analyze, and evaluate the information gathered from observation, experience,
• reasoning, or communication, as a guide to act

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Management of Healthcare Waste (Biomedical and General waste)</i>	9	7	2	8
PC1. segregate healthcare waste as per the updated organizational/ state policies	-	-	-	-
PC2. handle, package, label, store, transport and dispose off waste appropriately as per scope of work	-	-	-	-
<i>Infection control practices</i>	12	7	3	8
PC3. follow Universal Precautions to avoid contact with patients' bodily fluids, by wearing Personal Protective Equipment (PPE) and maintaining hand hygiene as and when required	-	-	-	-
PC4. identify infection risks and plan for response appropriately as per organizational policies under scope of work	-	-	-	-
PC5. follow incident reporting protocols as per SOPs in incidents such as needle stick injuries etc.	-	-	-	-
PC6. follow spill management protocols	-	-	-	-
NOS Total	21	14	5	16

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N9620
NOS Name	Comply with infection control and biomedical waste disposal policies
Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Generic
NSQF Level	4
Credits	1
Version	2.0
Last Reviewed Date	NA
Next Review Date	29/01/2026
NSQC Clearance Date	29/01/2021

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

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5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HSS/N3904.Prepare an ayurvedic diet plan as per client's health and medical conditions	156	150	-	120	426	20
HSS/N3905.Educate the client on customized diet plan in accordance with ayurvedic principles	50	50	-	50	150	20
HSS/N3906.Evaluate the effectiveness of the diet plan	50	50	-	50	150	10
HSS/N3907.Document and maintain the dietetic records for follow up activities	50	50	-	70	170	20
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
HSS/N9617.Maintain a safe, healthy and secure working environment	20	-	9	30	59	10
HSS/N9620.Comply with infection control and biomedical waste disposal policies	21	14	5	16	56	10

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National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
Total	367	344	0	0	1061	100

Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

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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.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

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Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.