# Model Curriculum

**QP Name: Sales Promoter (Food)**

**QP Code: FIC/Q9701**

**QP Version: 3.0**

**NSQF Level: 3**

**Model Curriculum Version: 3.0**

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# Training Parameters

| | |
|---|---|
| **Sector** | Food Processing |
| **Sub-Sector** | Generic |
| **Occupation** | Food Sales and Retail Operations |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/5249.0301 |
| **Minimum Educational Qualification and Experience** | Grade 10 pass & Equivalent<br>Or<br>8th Grade pass with 3 Years of relevant experience<br>Or<br>Previous relevant Qualification of NSQF Level (2) with 3 Years of experience relevantexperience<br>Or<br>Previous relevant Qualification of NSQF Level(2.5) with 1.5 Years of experience relevant experience |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 16 years |
| **Last Reviewed On** | 27/08/2024 |
| **Next Review Date** | 26/08/2027 |
| **NSQC Approval Date** | 27/08/2024 |
| **QP Version** | 3.0 |
| **Model Curriculum Creation Date** | 10/07/2024 |
| **Model Curriculum Valid Up to Date** | 26/08/2027 |
| **Model Curriculum Version** | 3.0 |
| **Minimum Duration of the Course** | 300 Hours |
| **Maximum Duration of the Course** | 300 Hours |

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the participants will be able to:

* Perform tasks to prepare for selling different types of food products
* Address customer issues effectively and assist them in buying a specific food product
* Maintain the stored food products and related facilities
* Apply necessary health and safety practices to ensure food safety and personal hygiene
* Work with various organisational departments effectively
* Use resources at the workplace optimally

## 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 |
|---|---|---|---|---|---|
| **FIC/N9701: Prepare for sale and promotion of food products**<br>**NOS Version No.: 2.0**<br>**NSQF Level: 3** | **20:00 Hours** | **40:00 Hours** | **00:00 Hours** | **00:00 Hours** | **60:00 Hours** |
| Module 1: Introduction to food processing sector and the job of 'Food Sales Promoter' | 04:00 Hours | 00:00 Hours | 00:00 Hours | 00:00 Hours | 04:00 Hours |
| Module 2: Prepare for sale and promotion of food products | 08:00 Hours | 20:00 Hours | 00:00 Hours | 00:00 Hours | 28:00 Hours |
| Module 3: Preparing for visual merchandising | 08:00 Hours | 20:00 Hours | 00:00 Hours | 00:00 Hours | 28:00 Hours |
| **FIC/N9702: Perform various tasks for selling food products**<br>**NOS Version No.: 2.0**<br>**NSQF Level: 3** | **30:00 Hours** | **60:00 Hours** | **00:00 Hours** | **00:00 Hours** | **90:00 Hours** |
| Module 4: Selling and promoting food products to the customers | 30:00 Hours | 60:00 Hours | 00:00 Hours | 00:00 Hours | 90:00 Hours |

| | | | | | |
|---|---|---|---|---|---|
| **FIC/N9703**<br>**Ensure upkeep of**<br>**food products and**<br>**related facilities**<br>**NOS Version No.: 2.0**<br>**NSQF Level: 3** | **20:00**<br>**Hours** | **40:00**<br>**Hours** | **00:00 Hours** | **00:00 Hours** | **60:00 Hours** |
| Module 5: Maintaining the stored food products and associated facilities | 20:00 Hours | 40:00 Hours | 00:00 Hours | 00:00 Hours | 60:00 Hours |
| **FIC/N9906: Apply food**<br>**safety guidelines in**<br>**Food Processing**<br>**NOS Version No.: 1.0**<br>**NSQF Level: 3** | **10:00**<br>**Hours** | **20:00**<br>**Hours** | **00:00 Hours** | **00:00 Hours** | **30:00 Hours** |
| Module 6: Apply food safety guidelines in Food Processing | 10:00 Hours | 20:00 Hours | 00:00 Hours | 00:00 Hours | 30:00 Hours |
| **DGT/VSQ/N0101**<br>**Employability Skills**<br>**NOS Version No.: 1.0**<br>**NSQF Level: 2** | **12:00**<br>**Hours** | **18:00**<br>**Hours** | **00:00 Hours** | **00:00 Hours** | **30:00 Hours** |
| Module 7: Employability skills | 12:00 Hours | 18:00 Hours | 00:00 Hours | 00:00 Hours | 30:00 Hours |
| **OJT** | **00:00 Hours** | **00:00 Hours** | **30:00 Hours** | | **30:00 Hours** |
| **Total Duration** | **92 Hours** | **178 Hours** | **30:00 Hours** | **00:00 Hours** | **300 Hours** |

# Module Details

## Module 1: Introduction to food processing sector and the job of 'Food Sales Promoter'
*Mapped to FIC/N9701, v 2.0*

**Terminal Outcomes:**

- Describe the food retail industry in brief
- Discuss the career opportunities available within the food retail industry

| **Duration**: *04:00* | **Duration**: *00:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the size and scope of the food retail industry.<br>• Discuss the future trends and career growth opportunities available in food retail industry.<br>• Summarise the key roles and responsibilities of 'Food Sales Promoter'.<br>• List the various terminologies used in food retail industry.<br>• Discuss the various organisational procedures and processes for selling food products and maintaining associated facilities for storing them in a retail environment.<br>• Discuss the organisational policies on delivery standards, health, safety and hazard handling procedures, integrity, dress code, etc.<br>• Discuss need of automation and Industry 4.0 in food sales | |
| **Classroom Aids:** | |
| Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook. | |
| **Tools, Equipment and Other Requirements** | |
| Nil | |

## Module 2: Prepare for sale and promotion of food products
### Mapped to FIC/N9701, v 2.0

**Terminal Outcomes:**

- Discuss the standard practices to be followed to prepare for selling different types of food products in a retail environment
- Demonstrate the tasks to be performed to prepare for selling different types of food products

| Duration: 08:00 | Duration: 20:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List the organisational departments and services offered in a food retail industry.</li><li>List the organisational roles in a hierarchical manner.</li><li>List the range of products available in a food retail industry.</li><li>Recall the various types of documentation done and the information to be recorded in the work process.</li><li>Summarise the elements of preparation for selling food products.</li><li>Describe the characteristics of food products and its available variants.</li><li>List the ambient conditions required for storing various types of food products.</li><li>Discuss the procedure for safe movement and arrangement of food products in a retail environment.</li><li>State the importance of labelling the food products.</li><li>List the products to be sold and the information to be recorded in the work process.</li></ul> | <ul><li>Demonstrate the procedure for procuring the required food products from respective sources.</li><li>Show how to move the food products to the designated place safely.</li><li>Apply standard practices to unpack, sort and label the food products accurately.</li><li>Prepare a sample record of the type; quantity; consumer demand, shelf-life of products, etc. accurately.</li><li>Demonstrate how to organise food products as per shelf life and sale preference appropriately.</li><li>Display how to set the temperature of the refrigeration unit as per the type of food product to be stored.</li><li>Demonstrate organizational procedure of obtaining merchandise, materials and equipment required for visual merchandising of food products.</li></ul> |
| **Classroom Aids:** | |

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook

## Tools, Equipment and Other Requirements

Food products, trolleys, racks, labelling material, organisational documents and logbook.

## Module 3: Preparing for visual merchandising
### Mapped to FIC/N9701, v 2.0

**Terminal Outcomes:**

- Discuss the ways to arrange food products for display to the customers
- Demonstrate the standard practices followed for setting up food products for display

| Duration: 08:00 | Duration: 20:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List the materials required for visual merchandising of food products.</li><li>State the importance of monitoring the display for desirable appearance and cleanliness periodically.</li><li>Discuss the standard practices to be followed for cleaning the work area thereby ensuring zero food contamination.</li><li>Summarise the steps to unpack and check the merchandise, materials, equipment and food products safely.</li><li>Discuss the technique to check the food products for desired quality and suitability for selling.</li><li>List the key considerations for arrangement and display of food products, price tickets, etc.</li><li>Recall the techniques used to identify damaged food products.</li><li>Elucidate the standard practices for replenishing stocks.</li><li>Explain the Food Safety and Standards Authority of India (FSSAI) regulations applicable to the storage of food products in a processing industry.</li></ul> | <ul><li>Show how to unpack the food products and materials for display.</li><li>Perform the steps to clean the work area thoroughly before display of products for sale.</li><li>Show how to arrange food products while ensuring maximum visibility and accessibility for the customers using appropriate price tickets and labels.</li><li>Apply standard practices to replenish out-of-stock food items, replace damaged ones.</li></ul> |

| **Classroom Aids:** |
|---|
| Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook |

| **Tools, Equipment and Other Requirements** |
|---|
| Various types of food products and related items, product labels, price tickets, chairs, tables, banners, signages, card swipe machine, organisational documents, separate waste bins for food material and non-food materials. |

## Module 4: Selling and promoting food products to the customers
### *Mapped to FIC/N9702, v 2.0*

**Terminal Outcomes:**

- Discuss the methods used for calculating sales price and processing payments
- Dramatize the ways to interact with customers and facilitate them during selling

| **Duration**: *30:00* | **Duration**: *60:00* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss an individual's role in selling food products.</li><li>Discuss the risk and impact of not following defined procedures/work instructions during selling.</li><li>Discuss the various types of customer needs, demands and queries arising out of organoleptic evaluation.</li><li>List the various factors that help in deciding the type of display for promoting food products.</li><li>List the information to be communicated to the customer during selling such as type of products available, complementary products, offers, specials, seasonal promotions of the organisation, etc.</li><li>Summarise the various steps to be performed for wrapping, packing and plating the food products appropriately.</li><li>List the calculations to be performed for facilitating sale of various types of food products.</li><li>Summarise the steps to be performed for operating the point-of-sale systems effectively.</li><li>List the types of information to be recorded while selling a product.</li></ul> | <ul><li>Roleplay a situation on how to communicate with the customers for assessing their needs, interests (including organoleptic evaluation) and addressing them while buying a food product.</li><li>Demonstrate the procedure followed to prepare sample food items such as ready-to-eat products.</li><li>Show how to dispose used plates, glasses, etc.</li><li>Demonstrate the procedure to wrap, pack and plate the food products appropriately.</li><li>Prepare a sample record consisting of information such as the quality and quantity of products sold, customer feedback, etc. as per standard procedure.</li></ul> |

| **Classroom Aids:** |
|---|
| Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook |

| **Tools, Equipment and Other Requirements** |
|---|
| Various types of food products and related items, chairs, tables, banners, signages, card swipe machine, organisational documents, separate waste bins for food material and non-food materials. |

## Module 5: Maintaining the stored food products and associated facilities
### Mapped to FIC/N9703, v 2.0

**Terminal Outcomes:**

- Explain the techniques employed for storing food products safely and appropriately
- Demonstrate the standard practices to be followed for maintaining the storing food products and related facilities effectively

| Duration: 20:00 | Duration: 40:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the individual's role in maintaining the food products and related facilities in a retail environment.</li><li>Elucidate the impact of not adhering to industry recommended practices for storing food products.</li><li>Recall the various types of physical, chemical and biological hazards that could affect the quality of stored food products.</li><li>List the conditions required for storing food products appropriately.</li><li>Recall the standard action to be taken for handling defects such as spoiled food product/damaged equipment/shortage of supplies, etc.</li><li>List the various types of pest control devices required for upkeep of stored food products.</li><li>State the importance of marking for identifying spoiled food products.</li><li>Explain the different stock rotation techniques such as First In First Out (FIFO) and First Expire First Out (FEFO), etc.</li><li>List the types of information to be recorded while maintaining the stored food products.</li><li>List the types of cleaning and sanitising agents used to ensure a tidy workplace.</li><li>State the importance of timely reporting to address issues such as faulty equipment,</li></ul> | <ul><li>Show how to inspect the food products for spillage and spoilage appropriately.</li><li>Prepare sample records for recording information such as spoiled food items, equipment breakdowns, etc.</li><li>Employ appropriate methods to rotate the stocks as per sales preference and manufacturing date.</li><li>Roleplay a situation on how to communicate the issues such as faulty equipment, food spoilage, etc. to the supervisor.</li><li>Apply suitable techniques to clean work area and make it hazard free.</li><li>Demonstrate the procedure to clean and sanitise food handling equipment, implements, surfaces and utensils as per standard practices.</li><li>Show how to segregate unwanted (such as broken, chipped or cracked food handling equipment, spoiled food, etc.) and hazardous materials safely as per standard work practices.</li></ul> |

food spillages/spoilages, etc.

- List the various types of waste generated in a food retail industry.
- Discuss the impact of different types of waste on the stored food products.

**Classroom Aids:**

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook

**Tools, Equipment and Other Requirements**

Raw materials, packaging material and finished products in the food processing industry; pest control devices, spoiled food products, utensils, cleaning cloth, organisational documents (such as logbooks), cleaning agent, sanitising agents, etc.

## Module 6: Apply food safety guidelines in Food Processing
### Mapped to FIC/N9906, v 1.0

**Terminal Outcomes:**

- Explain the ways to ensure food safety and personal hygiene at the workplace
- Demonstrate the steps to be followed for implementing good hygiene and manufacturing practices

| Duration: *10:00* | Duration: *20:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Define food safety and Food Quality and other terminologies involved in the implementation of food safety at the workplace.</li><li>Define hazards and risks, and their types</li><li>Explain the food safety management systems and Schedule IV Requirements such as personal hygiene, GMP, Pest control, Allergen management, HACCP.</li><li>Discuss organisational health and safety policies and procedures includes fire safety, health safety, regular health check-up, Accident management etc.</li><li>Elucidate the methods to prevent product contamination and cross contamination at the workplace.</li><li>Describe Personal protective equipment (PPEs) in details</li></ul> | <ul><li>Show the various forms of Hazards e.g., Physical, chemical, biological and Allergen.</li><li>Show PPEs and process of wearing all PPEs.</li><li>Show how to observe and Identify non-conformance within the process and plant.</li><li>Identify and demonstrate the non-conformances on personal hygiene to the students of another group</li><li>Demonstrate how to prepare process flow charts for millets composite flour, Millet's bakery products, Millets extruded products and ready to eat mixes.</li><li>Demonstrate the development of a rough HACCP plan for composite flour</li></ul> |
| **Classroom Aids:** | |
| Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook | |
| **Tools, Equipment and Other Requirements** | |
| Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coats eye protection, hard hats, gloves, rubber boots, etc. | |

## Module 7: Employability Skills
## Mapped to DGT/VSQ/N0101, v 1.0

**Terminal Outcomes:**

- Describe the traits of individual at workplace
- Demonstrate apply employability and entrepreneurship skills at workplace

| Duration: *12:00* | Duration: *18:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the importance of Employability Skills in meeting the job requirements.</li><li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li><li>Discuss 21st century skills.</li><li>Display positive attitude, self - motivation, problem solving, time management skills and continuous learning mindset in different situations.</li><li>Discuss the significance of reporting sexual harassment issues in time</li><li>Discuss the significance of using financial products and services safely and securely.</li><li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li><li>Explain the importance of managing expenses, income, and savings.</li><li>Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li><li>Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li><li>Differentiate between types of customers</li><li>Explain the significance of identifying</li></ul> | <ul><li>Show how to practice different environmentally sustainable practices</li><li>Use appropriate basic English sentences/phrases while speaking</li><li>Demonstrate how to communicate in a well - mannered way with others</li><li>Demonstrate working with others in a team</li><li>Show how to conduct oneself appropriately with all genders and PwD</li><li>Show how to operate digital devices and use the associated applications and features, safely and securely</li><li>Create a biodata</li><li>Use various sources to search and apply for jobs</li></ul> |

customer needs and addressing them
- Discuss the significance of maintaining hygiene and dressing appropriately
- Discuss the significance of dressing up neatly and maintaining hygiene for an interview
- Discuss how to search and register for apprenticeship opportunities

**Classroom Aids:**

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook

**Tools, Equipment and Other Requirements**

Computer/laptop.

## Module 8: On-the-Job Training
### *Mapped to QP Food Sales Promoter*

| Mandatory Duration: | Recommended Duration: *30:00* |
|---|---|
| **Module Name: On-the-Job Training**<br>**Location: On Site** | |

- Perform standard practices to be followed to prepare for selling different types of food products in a retail environment
- Perform tasks to be performed to prepare for selling different types of food products
- Practice ways to arrange food products for display to the customers
- Perform standard practices followed for setting up food products for display
- Practice methods used for calculating sales price and processing payments
- Practice ways to interact with customers and facilitate them during selling
- Practice techniques employed for storing food products safely and appropriately
- Perform activities to maintain the storing food products and related facilities effectively
- Maintain food safety and personal hygiene at the workplace

# Annexure

## Trainer Requirements

| Trainer Prerequisites | | | | | | |
|---|---|---|---|---|---|---|
| **Minimum Educational Qualification** *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization** *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| B.Sc or graduate/B.Tech/BE | Food technology or food engineering | 2 | Food processing | 1 | Food processing | |
| M.Sc/M.Tech/ME | Food technology or food engineering | 1 | Food processing | 1 | Food processing | |
| Diploma /certificate course | (Food Technology / Food Engineering /packaging/Home science, or allied sector | 3 | Food processing | 1 | Food processing | |

| Trainer Certification | |
|---|---|
| **Domain Certification** | **Platform Certification** |
| Certified for Job Role: "Assistant Food Sales Promoter" mapped to QP: "FIC/Q9701, v3.0". Minimum accepted score is 80%. | Recommended that the Trainer is certified for the Job Role: "Trainer" (VET & SKILLS), mapped to the Qualification Pack: "MEP/Q2601", V.2. Minimum accepted SCORE IS 80 % as per SSC guidelines. |

## Assessor Requirements

| Assessor Prerequisites | | | | | | |
|---|---|---|---|---|---|---|
| **Minimum Educational Qualification** <br> *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization** <br> *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training/Assessment Experience** | | **Remarks** |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| M.Sc/M.Tech/ME | Food technology or food engineering | 2 | Food processing | 1 | Food processing | |
| B.Sc or graduate/B.Tech/BE | Food technology/ Home Science | 3 | Food processing | 2 | Food processing | |
| Diploma | Hotel management/ Food Science/ Home Science | 4 | Food processing | 2 | Food processing | |

| Assessor Certification | |
|---|---|
| **Domain Certification** | **Platform Certification** |
| Certified for Job Role: "Assistant Food Sales Promoter" mapped to QP: "FIC/Q9701, v3.0". Minimum accepted score is 80%. | Recommended that the Assessor is certified for the Job Role: "Assessor" (VET & SKILLS), mapped to the Qualification Pack: "MEP/Q2701", V-2. Minimum accepted SCORE IS 80 % as per SSC guidelines. |

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

Assessment will be based on the concept of Independent Assessors empanelled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria.

Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FICSI.

Ideally, the assessment will be a continuous process comprising of three distinct steps:

A. Mid- term assessment

B. Term / Final Assessment

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

i. Written Test: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.

ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.

iii. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand.

## Glossary

| Term | Description |
|------|-------------|
| Declarative Knowledge | Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem. |
| Key Learning Outcome | Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| OJT (M) | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site |
| OJT (R) | On-the-job training (Recommended); trainees are recommended the specified hours of training on site |
| Procedural Knowledge | Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills. |
| Training Outcome | Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**. |
| Terminal Outcome | Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome. |

## Acronyms and Abbreviations

| Term | Description |
|------|-------------|
| QP | Qualification Pack |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS | National Occupational Standards |
| FIFO | First In First Out |
| FEFO | First Expire First Out |
| GMP | Good Manufacturing Practices |
| GHP | Good Hygiene Practices |
| CPR | Cardiopulmonary Resuscitation |