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## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Non-Direct Care
<b>Country</b>	India
<b>NSQF Level</b>	2.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	<i>NCO-2015/3253.9900 (broadly mapped)</i>
<b>Minimum Educational Qualification and Experience</b>	9th Grade Pass Or 8th Grade Pass and pursuing continuous school education
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	03/05/2023
<b>Next Review Date</b>	03/05/2026
<b>NSQC Approval Date</b>	03/05/2023
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	03/05/2023
<b>Model Curriculum Valid Up to Date</b>	03/05/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	240 Hours
<b>Maximum Duration of the Course</b>	240 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 learner should have acquired the listed knowledge and skills.

- Express the basic structure and function of healthcare delivery system in India.
- Describe basic structure and function of the human body.
- Maintain interpersonal relationships with others.
- Maintain professional conduct at all times.
- Maintain a safe, healthy, and secure working environment.
- Follow infection control and sanitization policies and procedures as per sectoral work requirements.
- Segregate and dispose of waste disposal according to the SOPs.
- Apply fundamental concepts of healthy body into their daily lifestyle and practice

### 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/N8621: Orientation to Basic Healthcare Skills</b>	<b>30:00</b>	<b>45:00</b>	<b>00:00</b>	<b>00:00</b>	<b>75:00</b>
<a href="#">Module 1: Introduction to healthcare delivery systems</a>	10:00	05:00	00:00	00:00	
<a href="#">Module 2: Introduction to structure and function of the human Body</a>	10:00	20:00	00:00	00:00	
<a href="#">Module 3: Sensitization to healthy lifestyle</a>	10:00	20:00	00:00	00:00	
<b>HSS/N9625: Maintain interpersonal relationships and professional conduct.</b>	<b>30:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>45:00</b>
<a href="#">Module 4: Maintain interpersonal relationship</a>	15:00	08:00	00:00	00:00	
<a href="#">Module 5: Professional standards of grooming and conduct</a>	15:00	07:00	00:00	00:00	
<b>HSS/N9624: Maintain a safe and secure working environment</b>	<b>30:00</b>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
<a href="#">Module 6: Safety and emergency response</a>	15:00	15:00	00:00	00:00	

<a href="#">Module 7: Orientation to first aid</a>	15:00	15:00	00:00	00:00	
<b>HSS/N9622: Follow sanitization and infection control guidelines</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<a href="#">Module 8: Infection control practices and waste management</a>	15:00	15:00	00:00	00:00	
<b>DGT/VSQ/N0101 : Employability Skills (30 Hours)</b>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<a href="#">Module 9: Employability Skills (30 Hours)</a>	30:00	00:00	00:00	00:00	
<b>Total</b>	<b>135:00</b>	<b>105:00</b>	<b>00:00</b>	<b>00:00</b>	<b>240:00</b>

# Module Details

## Module 1: Introduction to healthcare delivery systems

### Terminal Outcomes:

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

<b>Duration:</b> 10:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the healthcare delivery system in India at the primary, secondary, tertiary, and quaternary levels.</li> <li>Distinguish between private, public, and non-profit healthcare delivery systems.</li> <li>Differentiate between various healthcare settings like hospitals, home settings, digital healthcare, pharmacies, diagnostics, community healthcare, rehabilitation, hospice care, specialty-based care settings, etc.</li> <li>List different departments in a hospital.</li> <li>Discuss about different cadres, job prospects, career opportunities and hierarchy in various settings of healthcare delivery system.</li> <li>Discuss about the AYUSH healthcare delivery system and career options in the same.</li> <li>Discuss about various national health programs.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a report summarizing the observations about basic structure and function of healthcare delivery system in India.</li> <li>Prepare a hierarchical chart of different career options at various healthcare settings.</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 to various healthcare settings for field assignment	

## Module 2: Introduction to structure and function of the human Body

### Terminal Outcomes:

- Describe basic structure and function of the human body.

<b>Duration: 10:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List down various body parts.</li> <li>Explain the Organisation of body cells, tissues, organs, organ systems, membranes, and glands in the human body.</li> <li>Describe cells and tissues and their types.</li> <li>Describe different types of organ systems.</li> <li>Discuss different types of body fluids.</li> <li>Discuss the skin components and underlying structures.</li> <li>Explain the structure and functioning of human body systems using charts and models.</li> <li>List the importance and normal range of values of different measures used to check functioning of different organs such as weight, height, pulse rate, breathing rate and temperature.</li> <li>Explain the steps to use and maintain weighing machine, height chart, electronic thermometer, pulse oximeter and electronic BP apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Identify various body parts/organs using 3D models of human organ system.</li> <li>Design various working models depicting functioning of each human body system.</li> <li>Demonstrate the steps to use weighing machine, height chart, electronic thermometer, pulse oximeter, electronic BP apparatus.</li> </ul>
<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 human body and accessory organs, model human skeletal system, organ specimen; charts showing food pyramid; list of protein-rich foods, foods rich in Vitamin C, list of unhealthy junk foods; different types of essential nutrients – protein, carbohydrate, fat, vitamins & minerals, nutritional requirements of the body; macronutrients & micronutrients; nutritional values of fruits, vegetables, cereals and pulses; use of milk, milk products, meat, fish and poultry products	

## Module 3: Sensitization towards healthy lifestyle

### Terminal Outcomes:

- Apply the various regimes to maintain healthy lifestyle and prevent diseases.
- Recognize adolescences changes in boys and girls.
- Practice safe and hygienic menstrual hygiene measures

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss about importance of healthy diet, balanced nutrition and fitness regimes to keep the body healthy.</li> <li>• Discuss the components and uses of healthy diet and balanced nutrition such as foods rich in different types of essential nutrients – protein, carbohydrate, fat, vitamins &amp; minerals; nutritional value of different food items; macronutrients and micronutrients; etc. using charts.</li> <li>• Explain the basic fitness regimes like physical exercises, yoga postures and meditation.</li> <li>• Discuss the period of adolescence and changes occurring in males and females.</li> <li>• Explain the major issues faced by males &amp; females in adolescence and how to curb them.</li> <li>• Discuss about menarche and their sources of information before its onset.</li> <li>• Discuss about the prevailing practices for menstrual hygiene among adolescent girls, restrictions practiced by adolescent schoolgirls during menstruation and the likelihood of using unhygienic practices during menstruation.</li> <li>• Explain the phenomenon of menstruation, Pre-Menstrual Syndrome (PMS) and how to maintain personal hygiene during it.</li> <li>• Discuss about the effects of climatic factors, pollution and unhealthy lifestyle on human body.</li> <li>• Discuss the measures to be taken for prevention from common lifestyle disorders and chronic diseases which occurs due to unhealthy lifestyle, pollution and climatic factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart depicting importance of healthy diet, balanced nutrition and fitness regimes.</li> <li>• Demonstrate the basic physical exercises, yoga postures and meditation.</li> <li>• Prepare a chart depicting differences in adolescence changes occurring in males and females.</li> <li>• Prepare a chart to differentiate between unhygienic and hygienic practices during menstruation.</li> <li>• Depict a role play to understand gender equality and importance of awareness about adolescent health and menstrual hygiene.</li> <li>• Prepare a group discussion about various hygiene practices used by female and male during adolescence changes.</li> <li>• Prepare a chart depicting list of preventive measures for common lifestyle disorders and chronic diseases.</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>	
3D models of human body and accessory organs, model human skeletal system, organ specimen; charts showing food pyramid; list of protein-rich foods, foods rich in Vitamin C, list of unhealthy junk foods; different types of essential nutrients – protein, carbohydrate, fat, vitamins & minerals, nutritional requirements of the body; macronutrients & micronutrients; nutritional values of fruits, vegetables, cereals and pulses; use of milk, milk products, meat, fish and poultry products;	



## Module 4: Maintain interpersonal relationship

### Terminal Outcomes:

- Communicate effectively with participants.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts

<b>Duration: 10:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of effective communication with participants, relatives, and colleagues of different age groups and all genders without using jargons and colloquial terms.</li> <li>• Describe the attributes of a team player.</li> <li>• Discuss about confidentiality and privacy practices related to participant’s information.</li> <li>• Discuss the importance of teamwork.</li> <li>• Define rapidly changing situations.</li> <li>• Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply guidelines related to usage of technical terms to ensure effective communication.</li> <li>• Apply time management skills during daily activities.</li> <li>• Demonstrate the use of reading and writing skills during written communication.</li> <li>• Demonstrate problem solving and decision-making skills in different situations.</li> <li>• Demonstrate skills of teamwork and work prioritization in different team activities.</li> <li>• Apply effective participant-centric approach while delivering services.</li> <li>• Apply the analytical skills to complete the reports with the information gathered from observation, experience, reasoning, or communication.</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 teamwork, group dynamics	

## Module 5: Professional standards of grooming and conduct

### Terminal Outcomes:

- Display appropriate professional appearance for the school or workplace.
- Display helpful behavior by assisting others in performing tasks in a positive manner, where required and possible.

<b>Duration: 15:00</b>	<b>Duration: 07:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of professional appearance: clean uniform, neat and combed hair, polished footwear, well- manicured nails, etc.</li> <li>• Explain about importance of wearing masks and head gear in sensitive areas.</li> <li>• Explain the steps of social hand hygiene.</li> <li>• Consult with and assist others to maximize effectiveness and efficiency in carrying out tasks.</li> <li>• Demonstrate responsible and disciplined behavior at the school or workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps of social hand hygiene</li> <li>• Demonstrate steps of hair care and nail care.</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>	
PPE, Sink, Liquid Soap, Hand washing Poster, Paper Towel	

## Module 6: Safety and Emergency response

### Terminal Outcomes:

- Respond to institutional emergencies appropriately.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>List the precautions to be taken for personal safety.</li> <li>Explain the use of protective devices such as safety devices.</li> <li>Discuss about the chain of survival (in &amp; out of hospital scenario).</li> <li>Explain about fire emergencies and safe use of electrical appliances</li> <li>Explain about disaster management techniques to deal with institutional emergencies.</li> <li>List the common emergencies which could happen in and out of institutions like trauma, snake bites, accidents, dog-bite, sprains, choking, fainting, unconsciousness, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate basic emergency response in a mock drill depicting an institutional emergency.</li> <li>Create a chart depicting different types of protective devices such as safety devices.</li> <li>Demonstrate the method of bandages and dressing.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B	
<b>Tools, Equipment and Other Requirements</b>	
PPE kit, fire extinguisher	

## Module 7: Orientation to First Aid

### Terminal Outcomes:

- Perform Cardio-Pulmonary Resuscitation (CPR) as per standard procedure.
- Apply the standard protocols of providing first aid.

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about the good Samaritan Law and its general principles.</li> <li>• Describe the importance of maintaining local emergency numbers as prevalent in region.</li> <li>• Discuss about immediate safety responses such as switching off the ignition of the motor vehicle in case of a motor vehicle accident, cutting off main electrical switch before approaching a victim of suspected electrocution, etc.</li> <li>• Describe the guidelines and safety precautions that need to be followed when moving the victims such as special carrying procedures on stairs; pushing and pulling the victim, etc</li> <li>• Determine the need for additional help or assistance such as trained lifeguards or trained swimmers to extricate the drowning person.</li> <li>• Describe the standard procedure of Cardio Pulmonary Resuscitation (CPR).</li> <li>• Identify precautions to be taken for self-safety.</li> <li>• Explain the basic components of first aid kit.</li> <li>• List the various do's and don'ts to be followed while providing first aid care during trauma emergencies.</li> <li>• Describe about various bandaging and dressing procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of local emergency response agencies such as Emergency Medical Service (EMS) team, ambulance, bomb disposal squads, fire and police departments, etc. along with their contact details.</li> <li>• Demonstrate correct technique of providing CPR on manikin using both single rescuer and two rescuer methods.</li> <li>• Design a dummy portable and segregable first aid kit as per requirements.</li> <li>• Demonstrate appropriate techniques of providing first aid and bandaging.</li> <li>• Demonstrate the method of dressing</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>	
CPR Nursing Manikin, Mannequin, Ambu Bag with Mask Adult, Torch, Stretcher, cot, scoop	

## Module 8: Infection control practices and waste management

### Terminal Outcomes:

- Apply self-hygiene and social distancing practices and follow infection control guidelines.
- Demonstrate correct waste disposal methods as per guidelines and regulations

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the concept of disease outbreak, epidemics, and pandemics and their impact on society at large.</li> <li>• List common infectious diseases such as diarrhea, influenza, typhoid, malaria, measles, chicken pox, etc.</li> <li>• Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic.</li> <li>• Differentiate between self-quarantine and self-isolation and their significance.</li> <li>• Discuss the significance of social distancing and alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.) during a pandemic.</li> <li>• Discuss the significance of conforming to basic personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc.</li> <li>• List various surfaces that may serve as potential fomites at workplace.</li> <li>• Identify PPE to be used at workplace and the process of donning, doffing, and discarding them.</li> <li>• Discuss the importance and process of identifying and reporting symptoms to the concerned authorities.</li> <li>• Discuss organizational hygiene and sanitation guidelines and ways of following them and reporting breaches/gaps if any.</li> <li>• Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of waste.</li> <li>• Discuss the ways of dealing with stress and anxiety during a disease outbreak.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to sanitize and disinfect one's work area regularly.</li> <li>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>• Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>• Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.).</li> <li>• Select different types of waste and various types of colour coded bins/containers used for disposal 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>	
Different coded color bins, chart for color coding of bins	

## Module 9: Employability Skills (30 hours)

<b>Mandatory Duration: 30:00</b>			
<b>Location: On-Site</b>			
<b>S.No.</b>	<b>Module Name</b>	<b>Key Learning Outcomes</b>	<b>Duration (hours)</b>
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements.</li> </ul>	1
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <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>Show how to practice different environmentally sustainable practices.</li> </ul>	1
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <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> </ul>	1
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Use appropriate basic English sentences/phrases while speaking.</li> </ul>	2
5.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate in a well-mannered way with others.</li> <li>Demonstrate working with others in a team.</li> </ul>	4
6.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Show how to conduct oneself appropriately with all genders and PwD.</li> <li>Discuss the significance of reporting sexual harassment issues in time.</li> </ul>	1
7.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Discuss the significance of using financial products and services safely and securely.</li> <li>Explain the importance of managing expenses, income, and savings.</li> <li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws.</li> </ul>	4
8.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Show how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely.</li> </ul>	3
9.	Entrepreneurship	<ul style="list-style-type: none"> <li>Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges.</li> </ul>	7
10.	Customer Service	<ul style="list-style-type: none"> <li>Differentiate between types of customers.</li> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	4
11	Getting ready for apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Create a biodata.</li> <li>Use various sources to search and apply for jobs.</li> <li>Discuss the significance of dressing up neatly and maintaining hygiene for an interview.</li> <li>Discuss how to search and register for apprenticeship opportunities.</li> </ul>	2

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required

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

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate				1		
B.Sc. / Post Basic B.Sc. Nursing	Nursing	½		½		
GNM (General Nursing Midwifery)	Nursing	1		1		
Graduate	In any discipline	1	Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education			

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Foundation Course in Healthcare” mapped to QP: “HSS/Q8602 v1.0” with 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	
Medical Graduate		1		1		
B.Sc. / Post Basic B.Sc. Nursing	Nursing	1		1		
GNM (General Nursing Midwifery)	Nursing	2		1		
Graduate	In any discipline	2	Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education	1		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Foundation Course in Healthcare” mapped to QP: “HSS/Q8602 v1.0” with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0” with minimum score of 80%.

## Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

**1. Practical Assessment:** This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

**2. Viva/Structured Interview:** This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment, and equipment etc.

**3. Written Test:** Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

- i. True / False Statements
- ii. Multiple Choice Questions
- iii. Matching Type Questions.
- iv. Fill in the blanks.
- v. Scenario based Questions.
- vi. Identification Questions

### QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.
- 7) Mock assessments
- 8) Sample question paper and practical demonstration

## References

## Glossary

<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

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