

QUALIFICATION FILE – Standalone NOS

Basic Health and Wellness Skills (middle school)

Horizontal/Generic Vertical/Specialization

Upskilling Dual/Flexi Qualification For ToT For ToA

General Multi-skill (MS) Cross Sectoral (CS) Future Skills

NCrF/NSQF Level: 1

Submitted By:

Healthcare Sector Skill Council

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Table of Contents

Section 1: Basic Details	3
Section 2: Training Related	5
Section 3: Assessment Related	5
Section 4: Evidence of the Need for the Standalone NOS.....	6
Section 5: Annexure & Supporting Documents Check List	6
Annexure: Evidence of Level	7
Annexure: Tools and Equipment (lab set-up).....	9
Annexure: Industry Validations Summary	11
Annexure: Training Details	12
Annexure: Blended Learning	12
Annexure: Standalone NOS- Performance Criteria details.....	13
Annexure: Assessment Criteria	15
Annexure: Assessment Strategy	16
Annexure: Acronym and Glossary	16

Section 1: Basic Details

1.	NOS-Qualification Name	Basic Health and Wellness Skills (middle school)										
2.	Sector/s	Healthcare										
3.	Type of Qualification <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	NQR Code & version of the existing /previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of the existing/previous version: <i>(previous, once approved)</i>									
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval.)</i>	NG-01-HE-02090-2024-V1-HSSC	5. NCrF/NSQF Level: 1									
6.	Brief Description of the Standalone NOS	To create awareness among school students about safety measures, healthy living, health promotion, basic first aid tips and sensitization on clean, healthy and safe environment so that they could follow safety measures, First Aid, Healthy lifestyle and Safe Environment Practices in day-to-day life.										
7.	Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" data-bbox="1064 790 2072 989"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>Pursuing continuous school education from 6th to 8th Grade</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> b. Age <Please specify age only in case of any legal restrictions>: NA		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)		Pursuing continuous school education from 6th to 8th Grade				
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	Pursuing continuous school education from 6th to 8th Grade											
8.	Credits Assigned to this NOS-Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	1.5	9. Common Cost Norm Category (I/II/III) <i>(wherever applicable): III</i>									
10.	Any Licensing Requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA										

11. Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	<input checked="" type="checkbox"/> Offline Only <input type="checkbox"/> Online Only <input type="checkbox"/> Blended <table border="1" data-bbox="1025 256 1711 440"> <thead> <tr> <th>Training Delivery Mode</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>30</td> <td>15</td> <td>45</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Refer Blended Learning Annexure for details)</p>	Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)	Classroom (offline)	30	15	45	Online			
Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)										
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Online													
12. Assessment Criteria	<table border="1" data-bbox="1025 564 1984 676"> <thead> <tr> <th>Theory (Marks)</th> <th>Practical (Marks)</th> <th>Project (Marks)</th> <th>Viva (Marks)</th> <th>Total (Marks)</th> <th>Passing %age</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>20</td> <td>-</td> <td>-</td> <td>100</td> <td>70</td> </tr> </tbody> </table>	Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age	80	20	-	-	100	70
Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age								
80	20	-	-	100	70								
13. Is the NOS Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability: All types of disability												
14. Progression Path After Attaining the Qualification, wherever applicable (<i>Please show Professional and Academic progression</i>)	NA												
15. How participation of women will be encouraged?	Healthcare is a field where equal opportunity and participation of women is being given as patients could belong to all genders.												
16. Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi												
17. Is similar NOS available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:												
18. Name and Contact Details Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Mr. Ashish Jain Email: ashish.jain@healthcare-ssc.in Contact No.: 011-40505850,011 41017346 Website: www.healthcare-ssc.in												

19.	Final Approval Date by NSQC: 31/01/2024	20. Validity Duration: 3 years	21. Next Review Date: 31/01/2027
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Section 2: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 1 year of relevant experience Or GNM (General Nursing Midwifery) with 1 year of relevant experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 2 years of relevant experience Or GNM (General Nursing Midwifery) with 2 years of relevant experience
3.	Tools and Equipment Required for the Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised NOS, details of Any Upskilling Required for Trainer	

Section 3: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 2 years of relevant experience Or GNM (General Nursing Midwifery) with 2 years of relevant experience
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines), (wherever applicable)	Diploma/Graduate

3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 3 years of relevant experience Or GNM (General Nursing Midwifery) with 3 years of relevant experience
4.	Assessment Mode (Specify the assessment mode)	Online/Blended
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 4: Evidence of the Need for the Standalone NOS

Provide Annexure/Supporting documents name.

1.	Government /Industry initiatives/ requirement (Yes/No):
2.	Number of Industry validation provided: < Specify both Annexure & Supporting document details for Industry validation summary & Industry validations (as per format)>
3.	Estimated number of people to be trained: <Specify details in annexure>
4.	Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): < Select the relevant options and specify Supporting document details> If "No", why:

Section 5: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrF/NSQF level justification based on NCrF/NSQF descriptors (Mandatory)	
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2.	Annexure: List of tools and equipment relevant for NOS <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Performance and Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is Blended Learning)</i>	NA
6.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
7.	Annexure/Supporting Document: Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view)	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> • The individual help to maintain a safe healthy environment. • They would maintain a safe, healthy, and secure environment. • They would dispose of waste according to the SOPs. • They would follow fundamental concepts of healthy body into their daily lifestyle 	<p>The individual during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 1</p>	1

	They work in familiar, predictable, routine, situation of clear choice		
Professional and Technical Skills/ Expertise/ Professional Knowledge	<p>Factual knowledge of field of knowledge or study.</p> <ul style="list-style-type: none"> • They should also be able to demonstrate basic healthcare skills, communication skills and ethical behaviour. • They needs to be calm and patient. • This indicates that a individual must have factual knowledge of field or study in order to perform activities correctly. • process, condition, and resources required by the body to support healthy functioning • encourage and support active and passive physical activities <p>basic structure and function of the body systems</p>	<p>The individual should possess the practical and factual knowledge of his field.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 1</p>	1
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concept</p> <ul style="list-style-type: none"> • Demonstrate his practical skill, as per the scope of the job role, using appropriate tool, quality concepts, responsible for carrying out range of activities, requiring either laid down approach or may adopt alternative approaches as per the best evidenced practices. <p>Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social environment.</p>	<p>The individual should have practical skills which are routine and repetitive and should use quality concepts.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 1</p>	1

<p>Broad Learning Outcomes/Core Skill</p>	<p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> • Essential attributes of individual is to record the completion of the procedure with relevant details by marking the template. Read the instructions to follow and cross check in case of any clarifications • Answer questions which requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social, political and natural environment. 	<p>The individual should have good communication skills both written and oral. He/ She should be able to solve basic arithmetic and algebraic principles and should have better understanding of social political and natural environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 1</p>	<p>1</p>
<p>Responsibility</p>	<p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> • The individual help to maintain a safe healthy environment. • They would maintain a safe, healthy, and secure environment. • They would dispose of waste according to the SOPs. • They would follow fundamental concepts of healthy body into their daily lifestyle practice <p>This is critical as it indicates that the person is responsible for working under a supervised environment.</p>	<p>The individual should know to work under the supervised environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 1</p>	<p>1</p>

Annexure: Tools and Equipment (lab set-up)

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
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1	3D models of human body and accessory organs	Each	2
2	model human skeletal system	Eqpt Nos	1
3	organ specimen	Each	2
4	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	Each	2
5	Case studies and demonstrative videos on teamwork, group dynamics	Each	1
6	PPE Kit	Eqpt Nos	5
7	Sink	Eqpt Nos	2
8	Liquid Soap	Eqpt Nos	5
9	Hand washing Poster	Eqpt Nos	1
10	Paper Towel	Eqpt Nos	1
11	Fire extinguisher	Eqpt Nos	2
13	Full Body Nursing Mannequin	Eqpt Nos	1
12	First Aid Kit	Eqpt Nos	2
15	Torch	Eqpt Nos	2
16	Stretcher	Eqpt Nos	2
18	Different coded color bins	Each	1
19	chart for color coding of bins	Eqpt Nos	2

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. AV Aids
2. 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)
3. UPS
4. Scanner cum Printer
5. Computer Tables

6. Computer Chairs
7. LCD Projector
8. White Board/Smart Board 1200mm x 900mm
9. Marker
10. Duster
11. Charts
12. Models
13. Flip Chart

Annexure: Industry Validations Summary

Sr. No	Organisation	Name Of Representative	Designation
1.	Akshaya Pratishtan School, Delhi	Chayanika Roy	Director and Principal
2.	Aakash healthcare Super Speciality Hospital, Delhi	Dr Meinal Chaudhry	Director
3.	Maharaja Agrasen Hospital, Delhi	Dr Deepak Singla	Medical Director
4.	VNAND- Learning Academy, Delhi	Poonam Bhargava	Counsellor
5.	Tranquility Now, Delhi	Rachana Nayar	Founder
6.	Unipath Speciality Laboratory, Gujarat	Dr Ravi Gaur	Chairman
7.	Seth Anandram Jaipuria Group of Educational Institute, Uttar Pradesh	Sushma Raturi	Head- Teaching and Learning
8.	Charnock Hospital, Kolkata	Dr Pramit Das	OSD- Education
9.	Marengo Asia Healthcare, Haryana	Lt Gen (Dr) AK Das	Medical Director
10.	Apollo Hospital	Dr Umashankar Rao	General Manager
11.	AIIMS Raipur	Dr Atul Jindal	Additional Professor
12.	Vijaya Educational Academy, Chennai	Dr Gajalaxmi	Principal
13.	AIIMS Delhi	Dr Rakesh Garg	Professor
14.	Karun Ashraya, Bangalore	Sangeetha	Nursing Tutor
15.	Banchbo Healing Touch, West Bengal	Dr Dhires Kumar	CEO
16.	Freelancer	Dr Bimal Charles	Public Health Expert
17.	Radiant Superspecialist Hospital	Dr. Madhuri Agarwal	Director
18.	Parijat Savalya Pvt Ltd	Dr Parikshit	Medical Director

19	Narayana Health	Dr V Viju Wilben	Consultant Emergency Department
20	Surya Padma Healthcare	Dr AV SS Subramanyam	Director
21	Zeus Institute	Dr Vijay Kumar Reddy	Managing Director
22	Amala Institute of Medical Sciences	Piljo Verghese	General Manager
23	Life Circle Health Services	Priya Anant	Director
24	Bodycure wellness center	Dr Nabasmita	Doctor
25	Al Rahman Polyclinic	Dr Nadeem	Doctor
26	Vidyanta Skills	Jaideep Herbertt	COO
27	Cloudnine Hospitals	Shweta Daniel	Nursing Head

Annexure: Training Details

Training Projections:

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability
2024-2025	50	NA	NA
2025-2026	100	NA	NA
2026-2027	200	NA	NA

Data to be provided year-wise for next 3 years.

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the NOS		

		List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Candidate Training		

Annexure: Standalone NOS- Performance Criteria details

1. **Description:** To create awareness among school students about safety measures, healthy living, health promotion, basic first aid tips and sensitization on clean, healthy and safe environment so that they could follow safety measures, First Aid, Healthy lifestyle and Safe Environment Practices in day to day life.

2. **Scope:**

The scope covers the following:

- Basic safety measures & First Aid Tips
- Healthy Lifestyle and hygiene practices
- Clean, Safe and Healthy Environment

3. **Elements and Performance Criteria**

Basic safety measures & First Aid Tips

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

- PC 1 Follow basic indoor, outdoor, and stranger safety measures
- PC 2 Follow self-defense skills
- PC 3 Follow safe use of Internet, Gadgets and Media
- PC 4 Follow basic first Aid Tips
- PC 5 Prepare first aid kit for use in school and at home

Healthy Lifestyle and hygiene practices

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

- PC 6 Follow the healthy diet, balanced nutrition and fitness regimes to keep the body healthy, maintain healthy lifestyle and prevent diseases
- PC 7 Follow the basic fitness regimes like physical exercises, yoga postures and meditation
- PC 8 Recognize puberty changes in boys and girls.
- PC 9 Differentiate between unhygienic and hygienic practices during menstruation

Clean, Safe and Healthy Environment

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

- PC 10 Apply the skills to use, reduce, reuse and recycle of resources like electricity, water, paper, polyethylene bags, fuel, plastic bottles etc.
- PC 11 Differentiate between Dry and Wet waste
- PC 12 Differentiate between cleaning and Sanitization
- PC 13 Assist in the process of plantation and kitchen garden

4. Knowledge and Understanding (KU):

The individual on the job needs to know and understand:

- KU 1 Describe the basic indoor, outdoor and stranger safety measures.
- KU 2 Demonstrate the self-defense skills.
- KU 3 Explain First Aid Tips
- KU 4 Identify the need of Socio emotional learning/awareness.
- KU 5 Understand about physical wellbeing
- KU 6 Explain about equality, acceptance and inclusivity of differentially abled children.

- KU 7 Practice safe use of Internet, Gadgets and Media
- KU 8 Introduction to Adolescent Education
- KU 9 Practice safe and hygienic menstrual hygiene measures
- KU 10 Practice exercise, yoga, mindfulness and meditation
- KU 11 Display appropriate appearance for the school.
- KU 12 Apply 3Rs concept for conservations of resources.
- KU 13 Difference between Dry and Wet waste
- KU 14 Ways of Cleaning and Sanitization of surroundings
- KU 15 Explain the importance of plantation.
- KU 16 Display appropriate appearance for the school.
- KU 17 Explain about various community programs

5. Generic Skills (GS):

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

- GS 1 read, speak and write in language used at the regional location
- GS 2 take initiative to complete one's tasks and learn new things.
- GS 3 use correct language and avoid using inappropriate language

Annexure: Assessment Criteria

Detailed PC-wise assessment criteria and assessment marks for the NOS are as follows:

S. No.	Assessment Criteria for Performance Criteria	Theory Marks	Practical Marks	Project Marks	Viva Marks
1.	Basic safety measures & First Aid Tips	35	10	0	0
2.	Healthy Lifestyle and hygiene practices	23	5	0	0

3.	Clean, Safe and Healthy Environment	22	5	0	0
Total Marks		80	20	0	0

Annexure: Assessment Strategy

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

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard/Soft copies of the documents are stored

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.