



QUALIFICATION FILE

Cupping Therapy Assistant

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☒ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

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

NCrF/NSQF Level: 3

Submitted By:

Healthcare Sector Skill Council

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Section 1: Basic Details

1.	Qualification Name	Cupping Therapy Assistant																			
2.	Sector/s	Healthcare (Ayush)																			
3.	Type of Qualification: ☐ New ☒ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> QG-03-HE-04230-2025-V2-HSSC	Qualification Name of existing/previous version: QG-04-HE-00647-2023-V1.1-HSSC																		
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>																				
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-03-HE-04230-2025-V2-HSSC	6. NCrF/NSQF Level: 3																		
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Skill Certificate																			
8.	Brief Description of the Qualification	A Cupping Therapy Assistant is an allied healthcare professional who assists an AYUSH practitioner in carrying out dry and wet cupping therapy which is creating suction by placing heated cups on skin by hand.																			
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Grade 10 pass</td> <td>NA</td> </tr> <tr> <td></td> <td>OR</td> <td></td> </tr> <tr> <td>2</td> <td>Class 8th Pass</td> <td>3 years of relevant experience</td> </tr> <tr> <td></td> <td>OR</td> <td></td> </tr> <tr> <td>4</td> <td>Previous relevant qualification of NSQF Level 2.5</td> <td>with 1.5 years of relevant experience</td> </tr> </tbody> </table> b. Age: 18 yrs		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Grade 10 pass	NA		OR		2	Class 8th Pass	3 years of relevant experience		OR		4	Previous relevant qualification of NSQF Level 2.5	with 1.5 years of relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																			
1	Grade 10 pass	NA																			
	OR																				
2	Class 8th Pass	3 years of relevant experience																			
	OR																				
4	Previous relevant qualification of NSQF Level 2.5	with 1.5 years of relevant experience																			
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	14	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> Category II																		

12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	Not Applicable																						
13.	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>	☒ Offline ☐ Online ☐ Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>150</td> <td>150</td> <td>120</td> <td>NA</td> <td>420</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	150	150	120	NA	420	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	150	150	120	NA	420																			
Online																								
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/2269																						
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	-																						
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																						
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:																						
18.	Is the Job Role Amenable to Persons with Disability	☐ Yes ☒ No If "Yes", specify the applicable type of Disability: All types of disability																						
19.	How Participation of Women will be Encouraged	This job role emphasises how cupping therapy can address specific women's health concerns like menstrual cramps, stress management, and postpartum care, fertility support and skin health etc.																						
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	☒ Yes ☐ No HSS/N9620																						
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☐ Yes ☐ No Colleges ☒ Yes ☐ No																						
22.	Name and Contact Details of 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																						
23.	Final Approval Date by NSQC: 8-5-2025	24. Validity Duration-3yrs			25. Next Review Date: 8-5-2028																			

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at the NOS/ Module level. For further details refer to the curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	HSS/N4101: Prepare unit and materials required for cupping therapy in adherence to hygiene standards	HSS/N4101,v3.0	Core	3	7	65	80	65		210	51	80	30	50	211	20
2.	HSS/N4102:Provide dry cupping therapy under the supervision of an AYUSH practitioner	HSS/N4102,v3.0	Core	3	1.5	15	15	15		45	146	90	55	64	355	30
3.	HSS/N4103: Assist the AYUSH practitioner in wet cupping therapy	HSS/N4103,v3.0	Core	3	3	30	45	15		90	102	76	60	60	298	20
4.	HSS/N9624: Maintain a safe and secure working environment	HSS/N9624, Version 2.0	Non-Core	4	1	5	5	20	0	30	10	10		10	30	10
5.	HSS/N9620 Follow biomedical waste disposal and infection control policies and procedures	HSS/N9620, Version 2.0	Non-Core	4	0.5	5	5	5	0	15	21	14	5	16	56	10
6.	DGT/VSQ/N0101, V1.0, Employability Skills (30 Hours)	DGT/VSQ/N0101 Version 1.0	Non-Core	1	1	30	0	0	0	30	20	30	0	0	50	10
Duration (in Hours) / Total Marks				18	14	150	150	120	0	420	359	300	150	200		100

Elective NOS:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70% (Every Trainee should score a specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (Every Trainee should score a specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	- Graduate in Ayush with 4 years of relevant experience - Graduate in Physiotherapy/Acupuncture with 4 years of relevant experience
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2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	- Graduate in Ayush with 5 years of relevant experience - Graduate in Physiotherapy/Acupuncture with 5 years of relevant experience
3.	Tools and Equipment Required for Training	☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	No

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	- Graduate in Ayush with 5 years of relevant experience - Graduate in Physiotherapy/Acupuncture with 5 years of relevant experience
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma/Graduate
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	- Graduate in Ayush with 6 years of relevant experience - Graduate in Physiotherapy/Acupuncture with 6 years of relevant experience
4.	Assessment Mode (Specify the assessment mode)	Blended (Theory: Online, Practical and Viva: Blended)
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No):No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):No
3.	Government /Industry initiatives/ requirement (Yes/No):Yes
4.	Number of Industry validations provided: 21
5.	Estimated nos. of persons to be trained and employed: 300

6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments:Awaited If “No”, why:
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Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Detailed 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>	No
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	No
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Yes
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Yes
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	Yes
12.	Any other document you wish to submit:	

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	• Possesses knowledge of the Patient and the procedure to be carried out in the routine context of Unani system of medicine. • Can interpret the procedure and orient the patient about the procedure to be carried out in the therapy. • Basic knowledge of wearing a PPE kit along with the importance of a consent form which helps the individual maintain a suitable healthy environment. • Demonstrates a basic understanding of financial concepts and practices. • Responsible for maintaining a conducive ambience and clean set-up.	The individual in the job possesses knowledge involving a defined range of standard procedures employed in routine contexts Hence it falls under Level 3	3
Professional and Technical Skills/ Expertise/ Professional Knowledge	• A person should possess skills and technical capabilities like assembling medicine and equipment before conducting the procedure. • The ability to send reminders, and schedule and reschedule the appointments for the procedure. • To identify the problem and take prompt action in response to every problem. • Should have the skills to identify Surgical Instruments, Cups for therapy, PPE kit, and equipment in Unani Therapy. • Understand the need and comfort of the client while doing the procedure.	The individual in the job follows a range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts. Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	3

	• Possesses operational knowledge of equipment, and their uses and also calibrates instruments when required.		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	• As a member of the team, one should maintain the confidentiality of the patient by legal and ethical requirements. • Good skills in written and oral communication in coordinating day-to-day administrative tasks like organizing files, and unit supplies. • Basic knowledge of language to support clients' inquiries, complaints and requests related to cupping therapy. • Stay abreast of developments in the Unani field. Actively seek out new methods and knowledge to boost your employability and develop mini-entrepreneurship skills. • Can use digital tools like mobile phones, ATMs, computers, and laptops and can respond to emails etc. • Demonstrate practical skills like working conditions of the equipment or materials during the procedure as per instruction.	The individual should have practical skills which are routine and repetitive and should use quality concepts. These professionals work as a member of a team/ within a team. They display self. Motivation, Positive Attitude & Passion for Work. Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	3
Broad Learning Outcomes/Core Skill	• The candidate must be able to carry out pre-and post-procedural routine work related to the cupping therapy procedure. • Understanding of routine work, standard recycling protocols and material disposal protocols.	The candidates in this role are skilled enough to be able to carry out assigned tasks in a familiar, predictable, routine, situation of clear choice. These professionals focus on a range of applications of standard procedures in a range of services.	3

	• Demonstrates initiative by seeking expert assistance and advice when facing complex challenges. • Understand all safety & general hygiene norms and environmental aspects of Unani therapy. • Demonstrates strong listening skills to understand the needs and perspectives of others. • Possesses a basic understanding of current social and political issues to navigate conversations and situations appropriately.	Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	
Responsibility	• Takes responsibility for coordinating day-to-day administrative tasks, maintaining records, database and organisational protocols and policies. • Able to assist in the planning of routine work and smooth functioning of conducting sessions in therapy.	These professional takes responsibility for their work Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	3

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 20

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
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1	Patient Examination table with lithotomy	Each	1
2	Footstep	Each	1
3	Full body mannikin	No	1
4	Autoclave	Each	1
5	Sterlizer	Each	1
6	Spotlight	Each	1
7	Revolving stool	Each	1
8	Instrument trolley	Each	1
9	Stainless Steel Instrument Drum – 20 inches	Each	2
10	Stainless Steel Instrument Drum – 15 inches	Each	2
11	Stainless Steel Instrument Drum – 12 inches	Each	1
12	Cupping Therapy Instrument (Dry and Wet) set	Each	2
13	Various types of cups	Each	5
14	Probes	Each	1
15	Artery forceps	Each	1
16	Mosquito forceps	Each	2
17	Sponge holding forceps	Each	2
18	Biopsy forceps	Each	3
19	Plain forceps	Each	1
20	Tooted forceps	Each	2
21	Needle holding forceps	Each	1
22	Allis tissue forceps	Each	4
23	Metzenbaum scissors	Each	1
24	Mayos Scissors	Each	1
25	material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles	Each	5

26	B.P. handle	Each	1
27	Chittles forceps	Each	1
28	Kidney tray (S.S)	Each	2
29	Steel Bowl	Each	4
30	Sphygmomanometer	Each	1
31	Stethoscope	Each	2
32	Sinus forceps	Each	4
33	Self-retaining tribladed anal retractor	Each	1
34	Instrument tray with lid – 12 X 12	Each	1
35	Instrument tray with lid – 12 X 10	Each	1
36	Instrument tray with lid – 10 X 08	Each	1
37	Instrument tray with lid - 08 X 06	Each	1
38	Torch	Each	02
39	Drip Stand	Each	01
40	Instrument Almirah	Each	02
41	Refrigerator	Each	01
42	Oxygen cylinder inhalation mask	Each	01
43	Round body needles	Each	5 packets

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)
3. (all software should either be latest version or one/two version below)
4. UPS
5. Computer Tables
6. Computer Chairs
7. White Board/Smart Board 1200mm x 900mm
8. Marker
9. Duster
10. Charts
11. Flip Chart

Annexure: Industry Validations Summary

Provide summary information of all the industry validations in table. This is not required for OEM qualifications.

S.no	Organisation	Name Of Representative	Designation
1	Dr Peace Polyclinic	Dr Mohammed Abdul Musqsit	Consultant
2	Godwill Healthcare Centre	Dr Afiya Sayyad	Consultant
3	Shifa Clinic	Dr Asima Momin	Consultant
4	Life Clinic	Dr. Aaiman Hudli	Physician
5	Menizer Polyclinic	Dr Misbah Hamlekar	Consultant
6	Bodycare Wellness	Dr . Nadeem	Consultant
7	Om Prakash Ayurvedic Clinic	Dr Poonam Kumar Jain	Physician
8	Zoya Sports Clinic	Kashaf-I-Makashi	Consultant
9	Prime life Hospital	Dr. Kashvar Zamani	Consultant
10	Vida clinics Goa	Dr Mohammed Shahia	Physician
11	Peace Polyclinic	Dr Sabah Bin Saleh	Consultant
12	Muskan Healthcare Centre	Dr. Shaikh Muskan	Physician
13	Mediversal Clinic	Dr.Sana Kalsekar	Consultant
14	Unmat Multi speciality	Dr Lukman.M.Memon	Physician
15	Sri Srinivas Healthcare consultant	Dr Nagarjun KP	Consultant
16	Life Care Hospital	Dr Abdul Kareem	Consultant
17	Lifecare medicine	Dr Farheen Banu	Consultant
18	Sunaina clinic	Dr Sunaina	Consultant

19	Dhari Chikitsalya	Dr K.S. Padmavati	Consultant
20	Lifecare Clinic	Dr Munzarin	Consultant
21	Healthcare Dispensary	Dr sadia A menon	Consultant

Annexure: Training & Employment Details

Training and Employment Projections: 300

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2025	100	70				
2026	100	70				
2027	100	70				

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
	22-23	96	81	81	NA	NA	NA	NA	NA	NA	NA	NA	NA
	23-24	67	61	61									
	24-25	124	111	107									

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

Content availability for previous versions of qualifications:

☒ Participant Handbook
☒ Facilitator Guide
☐ Digital Content
☒ Qualification Handbook
☐ Any Other:

Languages in which Content is available:

NSQC APPROVED

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 Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge	Learning management source Computer, internet connectivity	
2	☐ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	Computer, internet connectivity Computer, AV Aids, LCD	
3	☐ Showing Practical Demonstrations to the learners	Skill lab	
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Learning management source, classroom training, computer.	
5	☐ Tutorials/ Assignments/ Drill/ Practice	Computer, LCD, AV aids	
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Computer, mobile phone, email address. Internet facility, classroom facility	
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Not applicable	

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks
HSS/N4101: Prepare unit and materials required for cupping therapy in adherence to hygiene standards	<i>Prepare the therapy room and required equipment</i>	51	80	30	50	211
	PC1.Wear appropriate and clean attire					
	PC2. Ensure infection control measures are implemented at all times					
	PC3.Dip used glass cups in water containing 2% sodium hydrochloride solution immediately after removal from the solution					
	PC4.Carry out routine cleaning of the equipment such as various types of cups, needles, scalpel etc					
	PC5.Sterilize the special cups such as massage cups, glass cups, silicon, bamboo cups and Korean cups according to the practitioner's recommendation/Centers for Disease Control and Prevention (CDC) guidelines.					
	PC6.check that all the instruments are cleaned/ sterilized					
	PC7.collect the required sterilized and clean equipment for the procedure					
	PC8.carry out the routine maintenance of the treatment/ therapy room					
	Nos Total					
HSS/N4102 :Provide dry cupping therapy under the supervision of an Ayush practitioner	<i>Pre-procedural activities</i>	47	30	20	22	119
	PC1. Coordinate the appointment schedule between the patient and the practitioner					
	PC2. Document call logs, reports, task lists, and schedules electronically to avoid wastage of paper					
	PC3.Ensure that the unit is clean before starting the procedure					
	PC4.Adopt a gender-neutral approach while introducing oneself to the patient and apprising them of the procedure					

PC5. Address patient's queries and doubts PC6. Check that all the pre-procedural preparations in the therapy room are done PC7. Ensure that the screen partitions are ready PC8. Obtain the patient's consent for performing a dry cupping procedure PC9. Assist the practitioner in checking the vital signs/ parameters of the patient PC10. Inform the practitioner in case of any abnormalities and act accordingly as per organizational policies. PC11. Arrange all the sterilized equipment required for the procedure. <i>Carry out dry cupping therapy under supervision</i> PC12. Ensure the patient is comfortable during draping PC13. Position the patient according to the points for cupping PC14. Assist while positioning a PwD patient if required PC15. Clean the treatment part with an antiseptic liquid before applying the cups. PC16. Perform fire cupping with glass cups carefully as there are chances of breakage PC17. Carry out weak/light, medium or strong cupping therapy as prescribed PC18. carry out needle cupping as prescribed PC19. Perform Hot Cupping / Moxa Cupping for conditions such as asthma, muscular pains, Dysmenorrhea etc PC20. carry out massage or moving cupping	PC5. Address patient's queries and doubts					
	PC6. Check that all the pre-procedural preparations in the therapy room are done					
	PC7. Ensure that the screen partitions are ready					
	PC8. Obtain the patient's consent for performing a dry cupping procedure					
	PC9. Assist the practitioner in checking the vital signs/ parameters of the patient					
	PC10. Inform the practitioner in case of any abnormalities and act accordingly as per organizational policies.					
	PC11. Arrange all the sterilized equipment required for the procedure.					
	<i>Carry out dry cupping therapy under supervision</i>	50	30	15	22	117
	PC12. Ensure the patient is comfortable during draping					
	PC13. Position the patient according to the points for cupping					
	PC14. Assist while positioning a PwD patient if required					
	PC15. Clean the treatment part with an antiseptic liquid before applying the cups.					
	PC16. Perform fire cupping with glass cups carefully as there are chances of breakage					
	PC17. Carry out weak/light, medium or strong cupping therapy as prescribed					
	PC18. carry out needle cupping as prescribed					
	PC19. Perform Hot Cupping / Moxa Cupping for conditions such as asthma, muscular pains, Dysmenorrhea etc					
	PC20. carry out massage or moving cupping					
PC21. Carry out water cupping using lukewarm, tap water or cold water PC22. follow the steps to carry out herbal cupping PC23. carry out ice cupping therapy PC24. carry out magnetic cupping therapy with the help of magnetic needles PC25. Inform the practitioner immediately in case of any complications like fainting, accidental burning, extensive blistering, and any other adverse reactions. PC26. ensure resource optimization by reusing the cups if they are in a good condition.	PC21. Carry out water cupping using lukewarm, tap water or cold water					
	PC22. follow the steps to carry out herbal cupping					
	PC23. carry out ice cupping therapy					
	PC24. carry out magnetic cupping therapy with the help of magnetic needles					
	PC25. Inform the practitioner immediately in case of any complications like fainting, accidental burning, extensive blistering, and any other adverse reactions.					
	PC26. ensure resource optimization by reusing the cups if they are in a good condition.					

	<i>Post-procedural activities</i>	49	30	20	20	119
	PC27.Bandage the area if any blisters appear.					
	PC28.Clean the area with antiseptic liquid after the treatment.					
	PC29.Assist the patient in wearing the clothes					
	PC30. Discard the consumables like gauze pieces, needles					
	PC31.Guide the patient about the post-procedural restrictions, precautions and the follow-up plans					
	Nos Total	146	90	55	64	355
HSS/N4103: Assist the AYUSH practitioner in wet cupping therapy						
	<i>Preparation of the patient before wet cupping therapy</i>	50	30	20	20	120
	PC1.Coordinate between the attending AYUSH practitioner and patient for the appointment schedule					
	PC2. Obtain blood reports to rule out any blood/fluid/ borne diseases like HIV, HBsAg etc. or bleeding tendencies					
	PC3. Inform the patient about various pre- procedural formalities like bringing their reports and dietary restrictions (NPO etc)					
	PC4. assist the physician in obtaining medical history and consent					
	PC5. ensure that personal articles of the individual are handed safely to the family members as per organizational policy.					
	PC6. assist the AYUSH practitioner in pre- operative care such as epilating the hairy areas for ease of cup application					
	PC7. assist the AYUSH practitioner to check and record the patient's vitals					
	PC8. inform the AYUSH practitioner in case of any abnormalities found and act accordingly as per organizational policies.					
	PC9. wear appropriate dress/ uniform as per organizational policies and procedures					
	PC10. prepare the unit and materials required for wet cupping treatment such as putting off the AC and keeping the equipment handy					
	<i>Providing support during wet cupping therapy session</i>	26	20	20	20	86
	PC11.acquaint the patient/ client with the wet cupping procedure					

	bed rolls, disposable plastic cups, disposable surgical blades, surgical gown, and mask are used for all the processes					
	PC12. position the patient appropriately for the wet cupping therapy procedure					
	PC13. massage the cupping area softly					
	PC14. clean the desired area with antiseptic solution					
	PC15. ensure that aseptic techniques are used like using disposable surgical gloves, sterile cotton, bed rolls, disposable plastic cups, disposable surgical blades, surgical gown, and mask are used for all the processes.					
	PC16. assist the practitioner in creating incisions					
	PC17. inform the attending AYUSH practitioner about any unusual observations during the procedure such as discomfort to the patient, etc.					
	PC18. apply the cups on the treatment area with the help of the suction gun.					
	PC19. maintain patient's privacy throughout the procedure					
	<i>Carry out post-procedural activities</i>	26	26	20	20	92
	PC20. Inform the therapist/practitioner immediately in case of a complication arising after the procedure such as fainting, uncontrolled bleeding, deviations in the vital signs or any other adverse reaction.					
	PC21. Clean the cupped area with a suitable antiseptic liquid after the treatment as directed by the practitioner					
	PC22. bandage the area using a suitable antiseptic liquid.					
	PC23. assist the patient to wear the clothes					
	PC24. guide the patient about specific post-procedure precautions, such as strict adherence to diet plan, not to take bath up to 24 hours					
	PC25. inform the patient/ client about the next follow-up schedule in consultation with the AYUSH practitioner					
	Nos Total	102	76	60	60	298

HSS/N9624: Maintain a safe and secure working environment	<i>Workplace safety and security</i>	10	10	0	10	30
	PC1. Identify potential hazards of safe work practices					
	PC2. Use various hospital codes for emergency situations					
	PC3. Comply with safety, and security procedures within the defined scope of competence and authority					
	PC4. Provide Basic Life Support (BLS) and first aid whenever applicable under defined scope of work					
	PC5. Follow organizations' procedures related to any emergency efficiently					
	PC6. report any identified breaches in health, safety, and security procedures to the designated person					
	PC7. Complete any health and safety records accurately					
	Nos Total	10	10	0	10	30
HSS/N9620: Comply with infection control and biomedical waste disposal policies						
	<i>Management of Healthcare Waste (Biomedical and General waste)</i>	9	7	2	8	26
	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	30
	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	56
DGT/VSQ/N0101, V1.0, Employability Skills (30 Hours)	<i>Introduction to Employability Skills</i>	20	30			50
	PC1. understand the significance of employability skills in meeting the job requirements					
	<i>Constitutional values – Citizenship</i>					
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices					
	Becoming a Professional in the 21st Century					
	PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, selfmotivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.					
	<i>Basic English Skills</i>					
	PC4. speak with others using some basic English phrases or sentences					
	Communication Skills					
	PC5. follow good manners while communicating with others					
	PC6. work with others in a team					
	<i>Diversity & Inclusion</i>					
	PC7. communicate and behave appropriately with all genders and PwD					
	PC8. report any issues related to sexual harassment					
	<i>Financial and Legal Literacy</i>					
	PC9. use various financial products and services safely and securely					
	PC10. calculate income, expenses, savings etc.					
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws					
	<i>Essential Digital Skills</i>					
	PC12. operate digital devices and use its features and applications securely and safely					
	PC13. use internet and social media platforms securely and safely					
	<i>Entrepreneurship</i>					
	PC14. identify and assess opportunities for potential business					

	PC15. identify sources for arranging money and associated financial and legal challenges					
	<i>Customer Service</i>					
	PC16. identify different types of customers					
	PC17. identify customer needs and address them appropriately					
	PC18. follow appropriate hygiene and grooming standards					
	<i>Getting ready for apprenticeship & Jobs</i>					
	PC19. create a basic biodata					
	PC20. search for suitable jobs and apply					
	PC21. identify and register apprenticeship opportunities as per requirement					
	NOS Total	20	30	0	0	50
	Grand Total	350	300	150	200	1000

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.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIDH or email.
- Assessment agencies send the assessment confirmation to TC looping SSC
- Assessment agency deploys the ToA certified Assessor to execute 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 copies of the documents are stored

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

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.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf
Skill India Digital Hub (SIDH)	Skill India Digital Hub (SIDH) is specially designed and developed to skill, reskill and upskill Indian individuals through an online training platform, API-based trusted skill credentials, payment and discovery layers for jobs and entrepreneurial opportunities

Vocational Training Provider (VTP)	A Vocational Training Provider (VTP) is an organisation that offers training in a specific trade or skill.
Training Centre (TC)	A Training Centre (TC) is a training set up where learners undergo skills training related to a specific task or role.

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