



QUALIFICATION FILE

Health and wellness coach

☒ 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: 5

Submitted By:

Healthcare Sector Skill Council

Office No. 520-521, 5th Floor, DLF Tower A, Jasola, New Delhi - 110025, India

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Section 1: Basic Details

1.	Qualification Name	Health and Wellness Coach	
2.	Sector/s	Healthcare (Ayush)	
3.	Type of Qualification: ☒ New ☐ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: (change to previous, once approved) QG-05-HE-03623-2025-V1-HSSC	Qualification Name of existing/previous version:
4.	a. OEM Name b. Qualification Name (Wherever applicable)		
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-05-HE-03623-2025-V1-HSSC	6. NCrF/NSQF Level: 5
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Skill Certificate	
8.	Brief Description of the Qualification	Health and wellness coaches are the professionals who are trained to coach the client to adopt and adhere to a healthy lifestyle for the promotion of their well-being by identifying risk factors of select chronic diseases, applying biometric findings and suggesting lifestyle recommendations for optimizing health. These professionals follow the prescription/medical advice from a licensed physician or healthcare specialist and work under the limits of competence and authority to coach the client. These professionals do not diagnose or prescribe any medical intervention.	
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience:	

		b. Age: 20 <table border="1" data-bbox="974 183 1968 762"> <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 12th Pass</td> <td>3 years of relevant experience</td> </tr> <tr> <td></td> <td>OR</td> <td></td> </tr> <tr> <td>2</td> <td>UG Degree</td> <td>1 year of relevant experience</td> </tr> <tr> <td></td> <td>OR</td> <td></td> </tr> <tr> <td>3</td> <td>Diploma (after 12)</td> <td>1 year 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 4.5</td> <td>1.5 years of relevant experience</td> </tr> <tr> <td></td> <td>OR</td> <td></td> </tr> <tr> <td>5</td> <td>Previous relevant Qualification of NSQF Level 4</td> <td>3 years of relevant experience</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Grade 12 th Pass	3 years of relevant experience		OR		2	UG Degree	1 year of relevant experience		OR		3	Diploma (after 12)	1 year of relevant experience		OR		4	Previous relevant Qualification of NSQF Level 4.5	1.5 years of relevant experience		OR		5	Previous relevant Qualification of NSQF Level 4	3 years of relevant experience			
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10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	18	11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II																																					
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not Applicable																																						
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ Offline ☐ Online ☐ Blended <table border="1" data-bbox="913 983 1850 1177"> <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>120</td> <td>270</td> <td>NA</td> <td>540</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	150	120	270	NA	540	Online																					
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14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/2635.0600																																						
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	-																																						

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	Industry is in much need for health and wellness coach as a woman, because this will increase the approach of women towards health and wellness.
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☒ Yes ☐ No
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 (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	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: 18 th February 2025	24. Validity: 3 yrs 25. Next Review Date: 18 th February 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 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/Q8401:Assess Client wellness	HSS/Q8401,V1	Core	5	5	30	30	90	0	150	85	70	40	50	245	20

Elective NOS:

[illegible]

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)
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)	- Any Graduation with a certificate in health and wellness with 3 years of experience. - BSc Dietetics with 2 years of relevant experience - Nursing Graduates with 2 years of relevant experience - Medical graduate with 1 years of relevant experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	- Any Graduation with a certificate in health and wellness with 4 years of experience. - BSc Dietetics with 3 years of relevant experience - Nursing Graduates with 3 years of relevant experience - Medical graduate with 2 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	
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Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	- Any Graduation with a certificate in health and wellness with 4 years of experience. - BSc Dietetics with 3 years of relevant experience - Nursing Graduates with 3 years of relevant experience - Medical graduate with 2 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)	- Any Graduation with a certificate in health and wellness with 5 years of experience. - BSc Dietetics with 4 years of relevant experience - Nursing Graduates with 4 years of relevant experience - Medical graduate with 3 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
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2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): yes
4.	Number of Industry validations provided: 30
5.	Estimated nos. of persons to be trained and employed: 300
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If “No”, why:

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 wellness centres and their services, broadly, within the health and wellness skills and Job role. • Deeper knowledge and understanding of Lifestyle diseases, like diabetes, Obesity etc and their underlying principles • Acquired specialized knowledge and a range of cognitive and practical skills like E-Platforms, smart gadgets, mobile applications etc.	The individual in the job possesses knowledge involving a defined range of standard procedures employed in routine contexts Hence it falls under Level 5	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	• Demonstrates cognitive specialised professional and technical skills required for performing and accomplishing difficult tasks like physical, psychological, spiritual and psychosocial wellness. • Possesses a range of professional and technical skills and practice in broad relevant guidelines and recommendations in the areas of health promotion, disease prevention, and lifestyle modifications • Skill to identify SMART Goal setting for clients the relevant tools like Anthropometric measurements • Data collecting organizing information, analysis and communication of results for Informed decision-making.	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 5	5

Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	• Possesses excellent oral and written communication and collaboration skills for clearly taking the vision of the leaders to the shop floor level workforce. • Possesses very good Digital, Financial and Legal Literacy to use them effectively • Organization and Time Management • Has well-informed practical understanding of the social, political and work environment. • May have an entrepreneurial Mindset for creating a startup/ small businesses and files, and unit supplies. skills.	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 5	5
Broad Learning Outcomes/Core Skill	• Demonstrates a wide range of specialized professional and technical skills like the importance of Yoga and meditation for lifestyle disorders in a broad range of activity involving standard and non-standard practices. • Apply the acquired specialized knowledge and a range of cognitive and practical skills to accomplish tasks like basic design, prototyping, testing to solve problems by selecting appropriate information, methods, tools, and materials. • Communication and collaboration with skilled professionals about health and wellness. • Should be able to listen and understand properly and present complex information clearly and concisely make the	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. Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	5

	judgement and take decisions, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with health and wellness. • Can analyze and synthesize Ideas related to health and wellness.		
Responsibility	• Is accountable for determining and achieving personal and or group tangible outcomes in Health and wellness. • Handles, adapts accommodates change requirements and change management Team Building • Manages processes and procedures within broad parameters for defined activities. • Supervises the routine work of others, and takes the required responsibility for the evaluation and improvement of work or study activities. • At level 5.0 the candidate is a technical supervisor or junior/ deputy manager. • Is responsible for managing an independent work unit/section/business activity/assignment.	These professional takes responsibility for their work Refer to the evidence provided in the adjacent column. Hence it falls under Level 5	5

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
1	Weighing scale	Unit	1
2	Measuring tape	Unit	2
3	Body fat calliper	Unit	2
4	Yoga mats	Unit	4
5	Resistance bands	Unit	As per the need
6	Video conferencing tools	Unit	1
7	Meal planning tools and templates	Unit	1
8	Recipe guides related to health and wellness	Each	1
9	Handouts related to health and wellness	Each	1
10	Worksheets related to health and wellness	Each	As per need
11	Charts related to health	Each	2
12	Posters related to health	Each	2
13	Digital presentation related to health	1	1
14	Printer	Unit	1
15	Scanner	Unit	1
16	Music Instrument	Unit	1
17	Promotional material	As required	As required
18	Pens	Unit	As required

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	California Institute of Integral Studies, USA	Meg Jordan	Professor, Integrative Health Emeritus Board, NBHWC
2	Nutriwell Health India (Pvt) Ltd	Dr. Shikha Nehru Sharma	Founder and Managing director
3	"Keshayurved Hair & Skin Care Pvt. Ltd. Suvidha Smita Apartment, Tilak Smarak To Perugate Police Station Lane, Sadashiv Peth - 411030"	Dr. Harishchandra Patankar	Director
4	Aarogyam Insititute	Dr Harveen Kaur	Medical officer
5	Aarogyam Insititute	Dr Satnam Singh	Medical officer

6	BANGALORE HOSPICE TRUST – KARUNASHRAYA,	SANGEETHA N ,	Nursing Tutor
7	Apollo hospital Bangalore	Dr.Umashankar	GM quality
8	Yashoda Hospitals, Hyderabad	Dr.Srinath	Group Head,Dept of Emergency Medicine
9	Suguna Hospital	Dr.Rekha G	Medical Superintendent
10	Aster DM Healthcare, Bangalore	Dr Rohini Paul	Cluster CNO, Karnataka
11	Fiza's Nature Cure, Dashmesh Nagar, Ashoka Garden, Bhopal 462023	Dr. Fiza Khan	Naturopathy and Yoga physician
12	Sai Spandana Naturopathy and Yoga Clinic	Dr Bysani Meghana	Medical officer (BNYS)
13	Al Rehman Polyclinic	Dr B. Nadeem	CEO & president
14	Shree ram smriti sainikshvik sanajik kalyan samiti	Dr Manju Joshi	director
15	Healthy plus	Sean bledsoe	Health educator
16	Armed forces Medical Science	Air Mshl HK Maini	Ex.Director General
17	Heallthcare USA	Julie Viellier	Integrated Health specialist USA
18	Vidyanta skill Institute	Mr.jaideep Herbert	COO
19	Artemis Hospital	Ms.Pritee Trikha	Controller nursing education
20	Artemis Hospital	Ms.shweta Daniel	SR.executive nursing
21	Prime Life Hospital	Dr Kashwar Zamani	Physician
22	Ms Jaimika Patel	Ms Jaimika Patel	Assistant Professor
23	Aurobindo EMS, Hyderabad	DR. Parashuramulu Ch K	Training Manager
24	Safercare CIHS	DR. VIJAYANAND BASUTHKAR	Consultant
25	Banchbo Sociocultural Association/Banchbo School of Human Skill Development	Dr Dhires Kumar Chowdhuri	Founder and President
26	Sri Srinivasa Healthcare	Dr Nagarjun KP	consultant
27	Body Cure Wellness Center	Ms Lubus Sahar Al Ansari	consultant
28	Lifecare Hospital	Dr H Abdul Kareem	consultant
29	Dr Mohammed Abdul Muqsit	Dr Mohammed Abdul Muqsit	consultant
30	Dr Peace Polyclinic	Dr Sabah Bin Saleh	consultant

Annexure: Training & Employment Details

Training and Employment Projections: 300

Year	Total Candidates	Women	People with Disability
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	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
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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:

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/N8401,V1: Assess Client wellness requirements to develop personalized wellness plans	Obtain client information and prepare a coaching plan	85	70	40	50	245
	PC1. Adopt gender-neutral behaviour towards the client while introducing oneself.	10	10	5	5	30
	PC2. Obtain information from the client regarding their lifestyle patterns.	10	10	5	5	30
	PC3. Take history or conduct interviews to understand the needs or goals of a client	10	10	5	5	30
	PC4. Interpret information about lifestyle and health from family history, medical records, blood investigations	10	10	5	5	30
	PC5. Check and record physical parameters such as height, weight, body mass index (BMI)	5	5	5	5	20
	PC6. Enter information in a prescribed format obtained from various sources.	5	5	2	5	17
	PC7. Maintain confidentiality and privacy of records	5	5	2	5	17
	PC8. Evaluate the client's condition based on the information received	5	5	2	2	14
	PC9. Identify individual risk factors and the likelihood of their impact on the overall wellbeing	5	5	2	2	14
	PC10. Assess coaching or lifestyle modification requirements considering the client's beliefs and lifestyle in alignment with ethical and legal consideration	5	2	2	2	11
	PC11. Assess family dynamics, and socio-cultural and religious sensitivities to acknowledge the preferences	5	1	2	2	10
	PC12. Design a schedule under medical prescription.	5	1	2	2	10
	PC13. Customize the schedule under the client's interest, beliefs and culture while minimizing outcome goals	5	1	1	5	12
	Nos Total	85	70	40	50	245

HSS/N8402,V1: Coach the client on a personalized wellness plan	<i>Educate the client and their families on diet modification</i>	77	70	40	50	237
	PC1. Collaborate with clients to set realistic and achievable short-term and long-term wellness goals, ensuring they align with their overall health objectives.	5	5	5	5	20
	PC2. Offer a supportive and empathetic environment where clients feel comfortable discussing their challenges, successes, and concerns.	5	5	5	5	20
	PC3. Evaluate the client's health, lifestyle, and wellness goals through interviews, questionnaires, and assessments.	5	5	5	5	20
	PC4. Educate clients on healthy habits, nutrition, exercise, and overall wellness.	5	5	5	5	20
	PC5. Determine the perception of individual's ability to make changes in their life	4	5	5	5	19
	PC6. Communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary	2	5	4	5	16
	PC7. Involve families during counselling session to obtain necessary information regarding clients.	1	5	1	5	12
	PC8. Adjust approach according to client's understanding	5	2	1	1	9
	PC9. Be sensitive to cultural differences and aware of how cultural beliefs and practices can influence health and wellness choices.	5	1	1	1	8
	PC10. Acknowledge client's emotions and be empathetic	5	1	1	1	8
	PC11. Educate family members on advantages of lifestyle modifications to improvise health such as Practicing yoga asanas (postures) and meditation	5	5	1	2	13
	PC12. Engage the client in care decisions through evidence-based coaching strategies	5	5	1	2	13
	PC13. Adjust Coaching Approach if not suitable	5	5	1	1	12
	PC14. Handle stressful or risky situations when educating client	5	5	1	1	12
	PC15. Respond to any queries raised by the client with accurate information	5	5	1	2	13
	PC16. Identify action steps to reach the goal	5	5	1	2	13
	PC17. Maintain records required at the end of the session	5	1	1	2	9
	Nos Total	77	70	40	50	237

HSS/N8403,V1: Track and assess clients' progress toward their wellness goal	Monitor Clients progress	77	68	40	50	235
	PC1.Gather relevant baseline data or information from the client including health assessments, measurements (e.g., weight, blood pressure), and self-reported information (e.g., dietary habits, exercise routines).	5	10	1	5	21
	PC2.Compare the findings with the earlier records and specific objectives identified during the coaching session	10	10	5	5	30
	PC3.Track and assess clients' progress toward their wellness goals.	10	5	5	5	25
	PC4.Provide ongoing motivation, support, and accountability to help clients stay committed to their wellness journey while recognizing the client's achievements.	10	5	5	5	25
	PC5.Encourage the client to share their thoughts, feelings, and any challenges they may have encountered.	7	5	5	5	22
	PC6.Continuously review and adjust wellness plans based on client progress, feedback, and changes in their health or lifestyle.	5	5	5	5	20
	PC7.Ensure client information is kept confidential and that all interactions are conducted with professionalism and respect	5	5	5	5	20
	PC8.Keep detailed records of each coaching session, including the client's progress, discussions, and any changes in goals or action plans.	5	5	5	5	20
	PC9.Maintain confidentiality of stored records.	5	5	1	5	16
	PC10.Maintain and update the follow-up register as per organizational policies	5	5	1	2	13
	PC11.Organize all relevant information in standardised formats related to the client's profile for follow-ups.	5	5	1	2	13
	PC12.Organize the previous records of the client from the database before a scheduled appointment.	5	3	1	1	10
	Nos Total	77	68	40	50	235
HSS/N8404,V1: Ensure confidentiality while maintaining proper documentation	<i>Maintain Confidentiality and documentation</i>	63	50	30	50	193

	PC1.Obtain informed consent from clients before collecting or sharing any personal information	5	10	2	10	27
	PC2.Explain about the Anthropometric measurements (Height, Weight and Body Mass Index) that can be used to assess body composition.	10	5	5	5	25
	PC3.Ensure accuracy and reliability by using standardized techniques and calibrated equipment.	10	5	5	5	25
	PC4.Collect comprehensive and accurate information, verifying with relevant documentation when possible.	8	5	5	5	23
	PC5.Check the document findings consistently	5	5	5	5	20
	PC6.Maintain the client information securely, using appropriate physical and electronic measures to protect against unauthorized access	5	5	5	5	20
	PC7.Maintain accurate and complete documentation of all client interactions, assessments, and interventions.	5	5	1	5	16
	PC8.Ensure that records are up-to-date and accessible	5	5	1	5	16
	PC9.Verify the accuracy of recorded information, ensuring that it is consistent with the client's actual experiences and outcomes.	10	5	1	5	21
	Nos Total	63	50	30	50	193
HSS/N9623: Ensure sanitisation and infection control guidelines are followed at the workplace		28	12			40
	<i>Social distancing practices</i>	7	3			
	PC1.ensure daily tasks are executed using alternative ways, e.g. marking attendance without using biometric devices, virtual meetings, e-payments, etc.					
	PC2. facilitate social distancing at workplace, e.g. increased space, 2 meters or more, between employee work areas, prevent crowding of common areas, etc.					
	<i>Personal and workplace hygiene</i>	7	3			
	PC3. promote awareness about latest hygiene and sanitation regulations					
	PC4.ensure recommended personal hygiene and sanitation practices are followed, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.					

	PC5.conduct routine hygiene and sanitation checks of work area and equipment as per SOP					
	PC6.ensure the availability of the products required to maintain hygiene and sanitation					
	PC7. ensure entry and exit SOP are followed					
	PC8. ensure disinfection procedures related to material and supplies are followed					
	<i>Waste disposal methods</i>	5	2			
	PC9.ensure waste segregation and disposal is done as per SOP					
	<i>Reporting and documentation</i>	5	2			
	PC10.assess risks and take corrective action as per SOPs					
	PC11.report incidents to the appropriate authority, e.g., reporting of people with any symptoms, etc.					
	PC12.ensure employees' and visitors' records are maintained as per SOPs					
	PC13.ensure SOPs are followed in case of health emergency					
	PC14.update organizational SOPs as per latest hygiene and sanitation regulations					
	<i>Mental and emotional well-being</i>	4	2			
	PC15. supports employees to cope with stress, anxiety, etc					
	Nos Total	28	12			40
DGT/VSQ/DGT/VSQ/N0102 , Employability Skills (60 Hours)	<i>Introduction to Employability Skills</i>	1	1			
	PC1. understand the significance of employability skills in meeting the job requirements					
	PC2.identify and explore learning and employability relevant portals					
	PC3. research about the different industries, job market trends, latest skills required and the available opportunities					
	<i>Constitutional values – Citizenship</i>	1	1			
	PC4.recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.					
	PC5.Follow environmentally sustainable practices					

Becoming a Professional in the 21st Century					
PC6. Recognize the significance of 21st Century Skills for employment					
PC7. Practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life					
PC8. Adopt a continuous learning mindset for personal and professional development					
<i>Basic English Skills</i>	1	3			
PC9. Use basic English for everyday conversation in different contexts, in person and over the telephone					
PC10. read and understand routine information, notes, instructions, emails, letters etc. written in English					
PC11. write short messages, notes, letters, e-mails etc. in English					
<i>Career Development & Goal Setting</i>	2	3			
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes					
PC13. prepare a career development plan with short- and long-term goals					
<i>Communication Skills</i>	1	1			
PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings					
PC15. use active listening techniques for effective communication					
PC16. communicate in writing using appropriate style and format based on formal or informal requirements					
PC17. work collaboratively with others in a team					
<i>Diversity & Inclusion</i>	1	1			

PC18. communicate and behave appropriately with all genders and PwD					
PC19. escalate any issues related to sexual harassment at the workplace according to the POSH Act					
<i>Financial and Legal Literacy</i>	3	4			
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.					
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook					
PC22. identify common components of salary and compute income, expenses, taxes, investments etc					
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation					
<i>Essential Digital Skills</i>	4	6			
PC24. operate digital devices and use its features and applications securely and safely					
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.					
PC26. display responsible online behaviour while using various social media platforms					
PC27. create a personal email account, send and process received messages as per requirement					
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications					
PC29. utilize virtual collaboration tools to work effectively					
<i>Entrepreneurship</i>	3	5			
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research					

	PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion					
	PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity					
	<i>Customer Service</i>	2	2			
	PC33. identify different types of customers and ways to communicate with them					
	PC34. identify and respond to customer requests and needs in a professional					
	PC35. use appropriate tools to collect customer feedback					
	PC36. follow appropriate hygiene and grooming standards					
	<i>Getting ready for apprenticeship & Jobs</i>	1	3			
	PC37. create a professional Curriculum vitae (Résumé)					
	PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively					
	PC39. apply to identified job openings using offline /online methods as per requirement					
	PC40. answer questions politely, with clarity and confidence, during recruitment and selection					
	PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements					
	NOS Total	20	30	0	0	50
	Grand Total	350	200	150	300	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.