



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

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	Cupping Therapy Assistant																									
2.	Sector/s	Healthcare Sector Skill Council																									
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> 2020/HLT/HSSC/03989, V1.0	Qualification Name of existing/previous version: Cupping Therapy Assistant																								
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-04-HE-00647-2023-V1.1-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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10th Grade Pass</td> <td></td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade Pass and pursuing continuous schooling</td> <td></td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>3</td> <td>8th Grade Pass</td> <td>with 2 years 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-year relevant experience</td> </tr> </tbody> </table> b. Age: <18 Years>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	10th Grade Pass			Or		2	8 th Grade Pass and pursuing continuous schooling			Or		3	8th Grade Pass	with 2 years relevant experience		Or		4	Previous relevant Qualification of NSQF Level 2.5	with 1.5-year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																									
1	10th Grade Pass																										
	Or																										
2	8 th Grade Pass and pursuing continuous schooling																										
	Or																										
3	8th Grade Pass	with 2 years relevant experience																									
	Or																										
4	Previous relevant Qualification of NSQF Level 2.5	with 1.5-year relevant experience																									
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrf))</i>	30	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> 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>)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> 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>270</td> <td>360</td> <td>120</td> <td>150</td> <td>900</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	270	360	120	150	900	Online										
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	270	360	120	150	900																				
Online																									
(Refer Blended Learning Annexure for details)																									
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/2230																							
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Progression will be possible in both academic as well as professional area as: Vertical: Level 5: Cupping Therapist Progression to Diploma/Degree qualifications in the relevant field after training. (NCAHP)																							
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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																							
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																							
19.	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.																							
20.	Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																							
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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: 20/11/2020	24. Validity Duration: 5 years			25. Next Review Date: 23/08/2025																				

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 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/NS QF 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.	Bridge Modules			3	2	30	30	0	0	60	0	0	0	0	0	0	
2.	Prepare unit and materials required for cupping therapy in adherence to hygiene standards	HSS/N4101, V2.0	Core	3	6	30	90	30	30	180	51	50	25	40	166	25	
3.	Provide dry cupping therapy under supervision of an AYUSH practitioner	HSS/N4102, V2.0	Core	3	11	90	150	30	60	330	156	140	85	80	461	30	
4.	Assist the AYUSH practitioner in wet cupping therapy	HSS/N4103, V2.0	Core	3	5.5	30	60	45	30	165	102	66	35	64	267	25	
5.	Comply with Infection Control and Bio Medical Waste Disposal Policies	HSS/N9620, V2.0	Non Core	4	3.5	30	30	15	30	105	21	14	5	16	21	10	
6.	Employability Skills	DGT/VSQ/N0102, V1.0	Non- Core	4	2	60	0	0	0	60	20	30	0	0	50	10	
Duration (in Hours) / Total Marks						30	270	360	120	150	900	350	300	150	200	1000	100

Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF 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/NS QF 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 specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: _____% (Every Trainee should score 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 (AYUSH or Physiotherapy or Acupuncture) with 4 years of working experience in the relevant field and 2 years of teaching experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate (AYUSH or Physiotherapy or Acupuncture) with 6 years of working experience in the relevant field and 3 years of teaching experience

3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate (AYUSH or Physiotherapy or Acupuncture) with 8 years of working experience in the relevant field and 3 years of teaching/assessment 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 (AYUSH or Physiotherapy or Acupuncture) with 9 years of working experience in the relevant field and 4 years of teaching/assessment experience
4.	Assessment Mode (Specify the assessment mode)	Blended (Theory: Online, Practical and Viva: 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 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): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided:
5.	Estimated nos. of persons to be trained and employed:
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	Work in familiar, predictable, routine, situation of clear choice. <ul style="list-style-type: none"> • Prepare unit and materials required for cupping therapy in adherence to hygiene standards • Provide dry cupping therapy under supervision of an AYUSH practitioner • Assist the AYUSH practitioner in wet cupping therapy • Maintain a safe, healthy, and secure working environment • Follow infection control policies & procedures including biomedical waste disposal Protocols • identify any problems with team members and other people and take the initiative to solve these problems • work within organizational systems and requirements as appropriate to one's role and field of practice 	The Cupping Therapy Assistant during the job will carry out limited range of activities which are routine and predictable. Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.	3

	<ul style="list-style-type: none"> • evaluate and reflect on the quality of one’s work and make continuing improvements • maintain competence within one’s role and field of practice • evaluate and reflect on the quality of one’s work and make continuing improvements • identify potential hazards and breaches of safe work practices 		
Professional and Technical Skills/ Expertise/ Professional Knowledge	<p>Factual knowledge of field of knowledge or study.</p> <ul style="list-style-type: none"> • Preparing oneself and the patient for the procedure • Unit preparation for procedure • Post procedural support • Equipment maintenance and storage • Complying the health, safety and security requirements and procedures for workplace • Handling hazardous situation • Reporting any hazardous situation • classification of the Waste Generated, Segregation of Biomedical Waste, Proper collection and storage of Waste • Complying with and effective infection control protocols • Maintaining personal protection and preventing the transmission of infections from person to person • what constitutes breach of confidentiality in relation to patient medical records • likely implications of disclosure of any information to unauthorized persons • conduct research and perform market analysis on quality standards • apply human needs/motivational theory • provide thorough and efficient individualized care • complete hospital related ethical procedures • respond to queries and information needs of all individuals • carry out any commitments made to other people • how to report and minimize risks • one’s job role and job responsibility • identify potential hazards and breaches of safe work practices • the importance to adhere to the organizational and bio medical waste management principles and procedures 	<p>The Cupping Therapy Assistant should have the knowledge of basic facts, process and principles applied in trade of employment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3</p>	3
Employment Readiness & Entrepreneurship	<p>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts</p>	<p>The Cupping Therapy Assistant should have practical skills which are routine and repetitive in narrow range of application.</p>	3

<p>Skills & Mind-set/Professional Skill</p>	<ul style="list-style-type: none"> • document task lists and schedules • communicate information (for example, facts, ideas, or messages) in a brief, clear, and organized manner • interpret written material, including technical documents, rules, regulations, instructions, reports, charts, graphs, or tables • read scanned instructions in notes attached to patients' files • read protocol updates and hospital policy changes • discuss task lists, schedules, and workloads with co-workers • build customer relationships and use customer centric approach • confirm that the needs of the individual have been met • ensure his/her work meets the agreed requirements 	<p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3</p>	
<p>Broad Learning Outcomes/Core Skill</p>	<ul style="list-style-type: none"> • report any identified breaches in health, safety, and security procedures to the designated person • carry out any commitments made to other people • respond to queries and information needs of all individuals • carry out any commitments made to other people • record the statistics weekly, monthly, yearly • maintain the statistics depending on the information gathered for each case • follow the organization's emergency procedures promptly, calmly, and efficiently • report any identified breaches in health, safety, and security procedures to the designated person • identify and recommend opportunities for improving health, safety, and security to the designated person 	<p>The Cupping Therapy Assistant should have written and oral communication skills and should be able to solve basic arithmetic and algebraic principles, also having understanding of social and natural environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3</p>	<p>3</p>
<p>Responsibility</p>	<p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> • Responsibility of preparing oneself and the patient for the procedure • Prepare unit for the procedure • Provide support for Cupping therapy (Dry and Wet) • Equipment maintenance and storage • collect the patient records from concerned personnel/department • maintain and record the data for patients • enter the medical records in Hospital Information System • provide updated medical record to concerned authorities as per the regulations and policies • complete any health and safety records legibly and accurately 	<p>The Cupping Therapy Assistant should be able to deal with the responsibilities for own work within defined limit.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p>	<p>3</p>

	<ul style="list-style-type: none"> • identify and recommend opportunities for improving health, safety, and security to the designated person • promote and demonstrate good practice as an individual and as a team member at all times • identify and manage potential and actual risks to the quality and safety of practice 		
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Silicon Cups	2 sets of 4	2
2	Connectors for Suction Cupping for scalp, tarsal and carpal	Nos	2
3	Disposable bed sheet	Nos	3
4	Disposable Patient Gown	Nos	3
5	Patient Gown (Green)	Nos	3
6	Disposable face masks	boxes	2
7	Lancet pens	Nos	1
8	Pulse Oximeter	Nos	1
9	Thermometer Digital	Nos	1
10	Antiseptic solutions	500 ml of each bottle like Savlon, spirit, Betadine Solution	1
11	Surgical Gloves	boxes	3
12	Sterile Cotton	Nos	3
13	Suction Guns/ pistol handle	Nos	5
14	Bamboo Cups	1 set	1
15	Magnetic Cups	1 set	1
16	Rubber Silicon Cups	2 sets of 4 pcs	2
17	Glass Cups	2 Sets of 16pcs	2
18	Rubber Top Cups	Nos	1
19	Twist Top cups	Nos	1
20	Automatic suction machine	Nos	1

21	Korean dry cups	2 sets required	2
22	Disposable plastic cups	Nos	100
23	Material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles	2 Sets of each equipment (ice cube 2 small trays) required	2
24	Cupping chair	Nos	1
25	Stop Watch or Timer	Nos	1
26	Patient bed	Nos	1
27	Needle burner	Nos	1
28	Cupping therapy instrument (Dry and Wet) set	2 sets required	2
29	Round body needles	Nos	5
30	Oxygen cylinder with inhalation mask	Nos	1
31	Refrigerator	Nos	1
32	Instrument Almira	Nos	2
33	Drip Stand	Nos	1
34	Torch	Nos	2
35	Stainless steel instrument tray with lid - 08 X 06	Nos	1
36	Stainless steel instrument tray with lid – 10 X 08	Nos	1
37	Stainless steel instrument tray with lid – 12 X 10	Nos	1
38	Stainless steel instrument tray with lid – 12 X 12	Nos	1
39	Sinus forcep	Nos	4
40	Stethoscope	Nos	2
41	Sphygmomanometer (Manual and Digital)	Nos	1
42	Steel Bowl	Nos	4
43	Kidney tray	Nos	2
44	Cheatele forcep	Nos	4
45	B.P. handle	Nos	2
46	Stitch cutting scissors	Nos	4
47	Mayos Scissors	Nos	2
48	Metzenbaum scissors	Nos	2
49	Allis tissue forcep	Nos	4
50	Needle holding forcep	Nos	2
51	Toothed forcep	Nos	2

52	Plain forcep	Nos	2
53	Biopsy forcep	Nos	2
54	Sponge holding forcep	Nos	2
55	Mosquito forcep	Nos	6
56	Artery forcep	Nos	6
57	Stainless steel instrument drum – 12 inches	Nos	1
58	Stainless steel instrument drum – 20 inches	Nos	1
59	Stainless steel instrument drum – 15 inches	Nos	1
60	Instrument trolley	Nos	1
61	Revolving stool	Nos	1
62	Spot light	Nos	1
63	Sterilizer	Nos	1
64	Autoclave	Nos	1
65	Foot Step	Nos	1
66	Patient Examination Table	Nos	1

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. Scanner cum Printer
6. Computer Tables
7. Computer Chairs
8. LCD Projector
9. White Board/Smart Board 1200mm x 900mm
10. Marker
11. Duster
12. Charts
13. Models
14. Flip Chart
- 15.

Annexure: Industry Validations Summary

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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Ummat Multispeciality Cliniac and Hijama	Dr. Lukman	Consultant	Maharashta			
2	The Welness Center	dr. Syed	Consultant	Belgaum			
3	Unlimited Ayurveda	Mohd. Aseem	Consultant	UP			
4	Usman Patel Clinic	Dr. Munner Ahmed	Consultant	Bijapur			
5	Physio Healing	Syed Abdul	Consultant	Hyderabad			
6	Dr. Shagufta Nisar Independent	Dr. Shagufta Nisar	Consultant	Nagpur			
7	Royal Dental Cinic	Dr. Mohammad Shafi	Consultant	West Bengal			
8	NIUM, Banglaore	Prof. Ansar	Consultant	Bangalore			
9	National Institute of Ayurveda	Dr. Bharatkumar Padhar	Consultant	Rajasthan			
10	Safa Medicure Hospital	Sana Fatima	Consultant	Bangalore			
11	Shifa Clinic	Dr. Yaseen	Consultant	Vijayapura			
12	Shafi Clinic	Dr. Sadique	Consultant	Bangalore			
13	New Medical Center	Dr. Sanwath Parveen	Consultant	Karnataka			
14	Physio Max Cupping Clinic Bangalore	Dr. Amzath Khan	Consultant	Karnataka			
15	Lifeline Kotakkal Ayurveda	Dr. Zainuddin Mohammad	Consultant	Kerala			
16	Loyal Clinic	Irfan Ali	Consultant	West Bengal			
17	Najim Clinic and Hijama Center	Dr. Mohd. Faruk	Consultant	Gujrat			
18	Hijama Divine Treatment	Sameer Rashid Sheikh	Consultant	Mumbai			
19	Ideal Ayurvedic center	Dr. Shams Tabreez	Consultant	Rajkot			
20	Ammen Clinic	Dr. Zaheer Ahmed	Consultant	West Bengal			

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	100	50				
2024	200	100				
2025	300	150				

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
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	2021-22	40	30	30									
	2022-23	96	81	81		33							
	2023-24	15	15	15		8							

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	<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/ Apprenticeship Training		

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	Practical	OJT	Viva	Total
HSS/N4101: Prepare unit and materials required for cupping therapy in adherence to hygiene standards	•Prepare the therapy room and required equipment	51	50	25	40	166
	Nos Total	51	50	25	40	166
HSS/N4102: Provide dry cupping therapy under supervision of an AYUSH practitioner	•Pre-procedural activities	52	50	30	25	157
	•Carry out dry cupping therapy under supervision	55	50	30	30	165
	•Post-procedural activities	49	40	25	25	139
	Nos Total	156	140	85	80	461
HSS/N4103: Assist the AYUSH practitioner in wet cupping therapy	Preparation of the patient before wet cupping therapy	50	42	20	24	136

	Providing support during wet cupping therapy session	26	12	5	20	63
	Carry out post- procedural activities	26	12	10	20	68
	Nos Total	102	66	35	64	267
HSS/N9620: Comply with Infection Control and Bio Medical Waste Disposal Policies	•Management of Healthcare Waste (Biomedical and General waste)	9	7	2	8	26
	Infection control practices	12	7	3	8	30
	Nos Total	21	14	5	16	56
DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours)	Introduction to Employability Skills	1	1			2
	Constitutional values – Citizenship	1	1			2
	Becoming a Professional in the 21st Century	2	4			6
	Basic English Skills	2	3			5
	Career Development & Goal Setting	1	2			3
	Communication Skills	2	2			4
	Diversity & Inclusion	1	2			3
	Financial and Legal Literacy	2	3			5
	Essential Digital Skills	3	4			7
	Entrepreneurship	2	3			5
	Customer Service	1	2			3
	Getting ready for apprenticeship & Jobs	2	3			5
	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 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 copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment
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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

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