



QUALIFICATION FILE

Diabetes 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: 4

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	Diabetes 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> 2021/HLT/HSSC/04102, V1.0	Qualification Name of existing/previous version: Diabetes 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-00664-2023-V1.1-HSSC	6. NCrf/NSQF Level: 4																												
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 Diabetes Assistant works in direct coordination with Diabetes Educator in developing a comprehensive, cost effective and Diabetes Self-Management Education (DSME) plan for individuals suffering from prediabetic and diabetic symptoms. The candidate is involved in imparting the understanding of the effects of healthy behavior and lifestyle on acute and chronic problems related to diabetes.																													
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: 5%;">S. No.</th> <th style="width: 65%;">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>12th Grade Pass with Science or Home Science</td> <td></td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>2</td> <td>Completed 2nd year of the 3-year regular diploma after 10th</td> <td></td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>3</td> <td>10th 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>11th Grade pass</td> <td>with 1 year relevant experience</td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> </tbody> </table>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	12th Grade Pass with Science or Home Science			Or		2	Completed 2nd year of the 3-year regular diploma after 10th			Or		3	10th Grade Pass	with 2 years relevant experience		Or		4	11th Grade pass	with 1 year relevant experience		Or	
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																													
1	12th Grade Pass with Science or Home Science																														
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3	10th Grade Pass	with 2 years relevant experience																													
	Or																														
4	11th Grade pass	with 1 year relevant experience																													
	Or																														

		5	Previous relevant Qualification of NSQF Level 3.5	with 1.5 year relevant experience																			
			Or																				
		6	Previous relevant qualification of NSQF Level 3	with 3 years of relevant experience																			
		b. Age: <18 Years>																					
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	49		11. Common Cost Norm Category (I/II/III) (wherever applicable): 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)	<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>360</td> <td>180</td> <td>930</td> <td>NA</td> <td>1470</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)	360	180	930	NA	1470	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	360	180	930	NA	1470																		
Online																							
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3253.0101																					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Progression will be possible in both academic as well as professional area as: " Progression will be possible after additional training in Advanced counselling techniques 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 (Specify the NOS/Module which covers it)	<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 Website: www.healthcare-ssc.in	Contact No.: 011-40505850,011 41017346
23.	Final Approval Date by NSQC: 29/01/2021	24. Validity Duration: 5 years	25. Next Review Date: 29/01/2026

NSQC Approved

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 Module		Core	4	2.5	20	10	45	0	75							
2.	Identify pre- diabetic and diabetic symptoms related risks	HSS/N8708, V2.0	Core	4	15	90	30	330	0	450	69	80	33	38	220	30	
3.	Implement the treatment plan under the guidance of Health professional	HSS/N8707 V2.0	Core	4	22	150	90	420	0	660	171	100	57	72	400	30	
4.	Document the patient's record and follow-up activities	HSS/N8704, V2.0	Core	4	2.5	15	15	45	0	75	49	90	38	30	207	10	
5.	Maintain a safe, healthy and secure working environment	HSS/N9617, V2.0	Non Core	4	2.5	10	20	45	0	75	20	0	9	30	59	10	
6.	Follow infection control policies and procedures including biomedical waste disposal protocols	HSS/N9618, V2.0	Non-Core	4	2.5	15	15	45	0	75	21	0	13	30	64	10	
7.	Employability Skills	DGT/VSQ/N 0102, V1.0	Non-Core	5	2	60	0	0	0	60	20	30	0	0	50	10	
Duration (in Hours) / Total Marks						49	360	180	930	0	1470	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) <i>(as per NCVET guidelines)</i>	MD (Endocrinologist/Medicine) with 1 years of experience. Or Medical Graduate (MBBS) with 4 years working experience in diabetes clinic and 1 year of teaching experience. Or MSc (Nursing) with 4 years working experience in diabetes clinic and 1 year of teaching experience. Or MSc (Nursing) with 6 years working experience in diabetes clinic and 1 year of teaching experience. Or Graduate (Diabetes Educator) with 7 years working experience in diabetes clinic and 1 year of teaching experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	MD (Endocrinologist/Medicine) with 2 years of experience. Or Medical Graduate (MBBS) with 4 years working experience in diabetes clinic and 2 year of teaching experience. Or MSc (Nursing) with 4 years working experience in diabetes clinic and 2 year of teaching experience. Or MSc (Nursing) with 6 years working experience in diabetes clinic and 2 year of teaching experience. Or Graduate (Diabetes Educator) with 7 years working experience in diabetes clinic and 2 year of teaching experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>
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)	MD (Endocrinologist/Medicine) with 2 years of experience. Or Medical Graduate (MBBS) with 5 years working experience in diabetes clinic and 2 year of teaching/assessment experience. Or MSc (Nursing) with 5 years working experience in diabetes clinic and 2 year of teaching/assessment experience. Or MSc (Nursing) with 7 years working experience in diabetes clinic and 2 year of teaching/assessment experience. Or Graduate (Diabetes Educator) with 8 years working experience in diabetes clinic and 2 year 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)	MD (Endocrinologist/Medicine) with 2 years of experience. Or Medical Graduate (MBBS) with 5 years working experience in diabetes clinic and 3 year of teaching/assessment experience. Or MSc (Nursing) with 5 years working experience in diabetes clinic and 3 year of teaching/assessment experience. Or MSc (Nursing) with 7 years working experience in diabetes clinic and 3 year of teaching/assessment experience. Or Graduate (Diabetes Educator) with 8 years working experience in diabetes clinic and 3 year of teaching/assessor experience

4.	Assessment Mode (<i>Specify the assessment mode</i>)	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 (<i>details to be provided in Annexure-if it is different for Assessment</i>)

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"> • identify various life style and health practices and their likely impact on management of diabetes • demonstrate self administration of insulin to the patient where self administration is prescribed by the physician • inform about disposal of insulin syringe, needle and lancets. • maintain and update follow-up register as per organizational policies • schedule the follow up appointment in consultation with healthcare professional and individual • organize the previous records of the patient from database before scheduled appointment • identify potential hazards and breaches of safe work practices • identify and recommend opportunities for improving health, safety, and security to the designated person 	The Diabetes Assistant during the job works in familiar, predictable, routine, and situation of clear choice. Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.	4
Professional and Technical Skills/ Expertise/ Professional Knowledge	Factual knowledge of field of knowledge or study. <ul style="list-style-type: none"> • type I, type II and gestational diabetes • signs and symptoms of complications of diabetes • signs and symptoms related to medical conditions like HTN, CAD • healthy eating practices, being active, preventing and managing chronic conditions, stress management and psychosocial adjustment patterns • Glucometers, their mechanism and functioning 	The Hospital Front Desk Coordinator during the job works in familiar, predictable, routine, and situation of clear choice. Refer to the evidences provided in the adjacent column. Hence it falls under Level 6.	4

	<ul style="list-style-type: none"> • Importance of diabetes management plan to balance between risks and benefits to patient's health how to organize patient related information for various purposes different reasons for which patient information is required importance of keeping abreast with norms and legislation related to patient information 		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts</p> <ul style="list-style-type: none"> • check vitals, height, weight and random blood sugar with glucometer as per organizational policies and procedures • demonstrate self administration of insulin to the patient where self administration is prescribed by the physician • inform about disposal of insulin syringe, needle and lancets. • use effective pictorial representations and audio visuals to provide information on diabetes to uneducated patients • use motivational techniques to encourage patients and maintain positivity • identify infection risks and implement an appropriate response within own role and responsibility in accordance with the policies and procedures of the organization 	<p>The Diabetes Assistant should have practical skills which are routine and repetitive and should use quality concepts.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	4
Broad Learning Outcomes/Core Skill	<ul style="list-style-type: none"> • inform patients and their wards on healthy life style and prevention of diabetes • provide information to the patient on various aspects of insulin administration • demonstrate self administration of insulin to the patient where self administration is prescribed by the physician • inform about disposal of insulin syringe, needle and lancets 	<p>The Diabetes Assistant should have good communication skills both written and oral. He/ She should be able to solve basic arithmetic and algebraic principles and should have better understanding of social political and natural environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	4

	<p>report the hazards that individual is not allowed to deal with to the relevant person and warn other people who may get affected promptly and accurately</p> <ul style="list-style-type: none"> • handle, package, label, store, transport and dispose of waste appropriately to minimize potential for contact with the waste and to reduce the risk to the environment from accidental release • identify infection risks and implement an appropriate response within own role and responsibility in accordance with the policies and procedures of the organization • follow procedures for risk control and risk containment for specific risks. • demarcate and maintain clean and contaminated zones in all aspects of health care work 		
Responsibility	<ul style="list-style-type: none"> • organize information in standardized formats to facilitate subsequent usage for epidemiological studies or economic analysis • use Hospital Information System to maintain longevity of the records • report the hazards that individual is not allowed to deal with to the relevant person and warn other people who may get affected promptly and accurately. 	<p>The Diabetes Assistant should know to take responsibility of own work and learning.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	4

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	Flip Charts On Diabetes Self Management and Education	Equip Nos	2
2	Hydrogen Peroxide	Equip Nos	2
3	Prosthetic leg	Equip Nos	1
4	Vaseline petroleum jelly	Equip Nos	2

5	Hair Oil	Equip Nos	2
6	Infusion Pump	Equip Nos	1
7	Normal Saline Bottle	Equip Nos	2
8	Flip Chart on Diabetes Prevention and Management	Equip Nos	2
9	Betadine Solution Bottles	Equip Nos	2
10	Sample Oral Medicine With Clearly Visible Expiry, Mfg, Other Relevant Details	Equip Nos	5
11	Comb	Equip Nos	2
12	Liquid Soap Bottle	Equip Nos	2
13	Bath Tub	Equip Nos	1
14	Steel Jug	Equip Nos	2
15	Spoon	Equip Nos	2
16	Steel Bowl	Equip Nos	2
17	Steel Glass	Equip Nos	2
18	Steel Plate	Equip Nos	2
19	Nail Cutter with filer	each item	5
20	Scissors	Equip Nos	1
21	Glucose Drink or Powder	Packet	1
22	Glasses	Equip Nos	2
23	Torch	Equip Nos	2
24	Ambu Bag With Mask Adult	Equip Nos	2
25	Adult full body Nursing manikin	Equip Nos	1
26	CPR Mannikin	Equip Nos	1
27	Ice Caps	Equip Nos	2
28	Hot Water Bottle	Equip Nos	2
29	Syringe50Cc/MI	Equip Nos	3
30	Micropore of varied size	of each size	2
31	Cotton Rolls	rolls	2
32	Gauze Piece	packet	5
33	Uro Bags	Equip Nos	2
34	(Red, Blue, Black And Yellow dustbins with plastic bags)	1 of each colour	1
35	Wet Wipes	Packets	2
36	Sponge Cloth	Equip Nos	2

37	Hair Cap	Packet	1
38	Shoe Cover	packet	1
39	Mask	packet	2
40	Gloves Surgical Packet	Equip Nos	3
41	Gloves Disposable Packet	Equip Nos	3
42	AED Trainer With Adult Pad	Equip Nos	1
43	Insulin Vial	Equip Nos	2
44	Oral Care Set	Equip Nos	2
45	Sand Bag	Equip Nos	1
46	Insulin Syringe	Equip Nos	5
47	Compression Stockings	Equip Nos	2
48	2CC Syringe With Needle	Equip Nos	5
49	1CC Syringe With Needle	Equip Nos	5
50	Urine Sample Collection Container (Urine containers for stat and for 24 hrs)	each container	2
51	Lancets	Box	2
52	Insulin Pens - Sample	Equip Nos	2
53	Test Tubes	Equip Nos	3
54	Alcohol Swabs	Box	1
55	Rubber sheet/ Mackintosh	Equip Nos	1
56	IV Set	Equip Nos	2
57	Bedsheet, Blanket, Pillow With Cover	4 number of each item	4
58	Replacement Battery	Equip Nos	1
59	Syringe Pump	Equip Nos	1
60	Weighing Machine	Equip Nos	2
61	Glucometer with strips	Equip Nos	2
62	Eye Care Set	Equip Nos	1
63	Foot Care Set	Equip Nos	1
64	Oxygen Cylinder With Connector Key Face Mask And Tubings	Equip Nos	1
65	Cardiac Table	Equip Nos	1
66	Footstep	Equip Nos	1
67	Backrest	Equip Nos	1
68	Patient Side Locker	Equip Nos	1
69	Bed Mattress	Equip Nos	1

70	Hospital Bed	Equip Nos	1
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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

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	Choithram College of Nursing	Robia Chacko	Clinical Instructor	Madhya Pradesh			
2	Vidyanta Institute of Skills	Jaideep Herbertt	Chief Operating Officer	Gurugram			
3	Savitri Hospital and Medical College	Nikhil	Assistant Professor	Uttar Pradesh			

4	SGT University	Rahul Bisht	Tutor	Gurugram		
5	Cloud nine Hospital	Shweta	Nursing Head	Gurugram		
6	Maharaja Agrasen Hospital	Dr. Deepak Singla	Medical Director	Delhi		

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				
2026	400	200				

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
	2023-24	23	17	17		17							

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	Project	Viva	Total
HSS/N8708 Identify pre- diabetic and diabetic symptoms related risks	Collect relevant data	35	40	18	18	111
	Identify risk factors and increase awareness	34	40	15	20	109

	Total	69	80	33	38	220
HSS/N8707 Implement the treatment plan	Provide patient information on insulin administration	71	40	24	22	157
	Provide the patient information regarding lifestyle modification	66	30	18	25	139
	Support the individual in implementation of treatment plan as prescribed by physician	34	30	15	25	104
	Total	171	100	57	72	400
HSS/N8704 Document the patient record and follow-up activities	Maintain patient clinical records	32	50	18	10	110
	Perform follow up activities	17	40	20	20	97
	Total	49	90	38	30	207
HSS/N9617 Maintain a safe, healthy and secure working environment	Comply the health, safety and security requirements and procedures for workplace	7		2	10	19
	Handle any hazardous situation with safely, competently and within the limits of authority	8		5	10	23
	Report any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment	5		2	10	17
	Nos Total	20	0	9	30	59
HSS/N9618 Follow biomedical waste disposal and infection control policies and procedures	Classification of the waste generated, segregation of biomedical waste, proper collection and storage of waste	5		3	10	18
	Complying with effective infection control protocols that ensures the safety of the patient(or end-user of health-related products/services)	8		5	10	23
	Maintaining personal protection and preventing the transmission of infection from person to person	8		5	10	23
	Nos Total	21	0	13	30	64
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