



Please refer [Guidelines for STT/LTT/Apprenticeship/OEM Qualification File](#)

### QUALIFICATION FILE

#### Emergency Care 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.	<b>Qualification Name</b>	<b>Emergency Care Assistant</b>																															
2.	<b>Sector/s</b>	<b>Healthcare</b>																															
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2022/HLT/HSSC/05648 , V2.0	<b>Qualification Name of existing/previous version:</b> Emergency Care Assistant																														
4.	a. OEM Name b. Qualification Name (Wherever applicable)																																
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	QG-04-HE-00655-2023-V1.1-HSSC	6. <b>NCrF/NSQF Level:</b> 4																														
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Skill Certificate																															
8.	<b>Brief Description of the Qualification</b>	Individuals at this job need to provide emergency medical support and care to individuals who are critically ill or injured and transport them to a medical facility within stipulated time limits.																															
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	a. <b>Entry Qualification &amp; Relevant Experience:</b> <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>12th Grade Pass</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> <tr> <td>5</td> <td>Previous relevant Qualification of NSQF Level 3.5</td> <td>with 1.5 year relevant experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	12th Grade Pass			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		5	Previous relevant Qualification of NSQF Level 3.5	with 1.5 year relevant experience
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			Or																			
		6	Previous relevant qualification of NSQF Level 3	with 3 years of relevant experience																		
		<b>b. Age: 18 years</b>																				
<b>10. Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>	50	<b>11. Common Cost Norm Category (I/II/III) (wherever applicable):</b>  Category I																				
<b>12. Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>	Not Applicable																					
<b>13. Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</b>	<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>450</td> <td>600</td> <td>450</td> <td>NA</td> <td>1500</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)	450	600	450	NA	1500	Online					
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Classroom (offline)	450	600	450	NA	1500																	
Online																						
<b>14. Aligned to NCO/ISCO Code/s (if no code is available mention the same)</b>	NCO-2015/2240.0501																					
<b>15. Progression path after attaining the qualification (Please show Professional and Academic progression)</b>	Progression will be possible in both academic as well as professional area as: "Horizontal: NSQF Level 4: CSSD Assistant NSQF Level 4: Hospital Front Desk Coordinator  Vertical: NSQF Level 5: Trainer, Assessor NSQF Level 5: Emergency Medical Technician-Basic Progression to Diploma/Degree qualifications in the relevant field after training. (NCAHP)"																					
<b>16. Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi																					
<b>17. Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																					
<b>18. Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																					

19.	<b>How Participation of Women will be Encouraged</b>	Healthcare is a field where equal opportunity and participation of women is being given as patients could belong to all genders.
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	Name: Mr. Ashish Jain Email: <a href="mailto:ashish.jain@healthcare-ssc.in">ashish.jain@healthcare-ssc.in</a> Contact No.: 011-40505850,011 41017346 Website: <a href="http://www.healthcare-ssc.in">www.healthcare-ssc.in</a>
23.	<b>Final Approval Date by NSQC:</b> 31/03/2022	24. Validity Duration: 3 years 25. Next Review Date : 31/03/2025

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 <i>(if applicable)</i>	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 (%) <i>(if applicable)</i>	
1.	Respond to emergency calls and size up the scene at the site	HSS/N2332, V2.0	Core	4	4	25	35	60	0	120	47	25	20	24	116	10	
2.	Provide support during medical emergencies	HSS/N2333, V2.0	Core	4	17	160	260	90	0	510	98	70	43	64	275	20	
3.	Provide support during trauma emergencies	HSS/N2334, V2.0	Core	4	12	90	150	120	0	360	73	81	30	30	214	20	
4.	Provide support during other emergencies	HSS/N2335, V2.0	Core	4	5	30	60	60	0	150	34	40	12	20	106	10	
5.	Carry out activities related to patient triage	HSS/N2336, V2.0	Core	4	3.5	15	30	60	0	105	17	20	10	10	57	10	
6.	Manage patient transport and handover to the identified provider institute	HSS/N2337, V2.0	Core	4	4	40	50	30	0	120	40	20	30	36	126	10	
7.	Comply with Infection Control and Bio Medical Waste Disposal Policies	HSS/N9620, V2.0	Non-Core	4	2.5	30	15	30	0	75	21	14	5	16	56	10	
8.	Employability Skills (60 Hours)	DGT/VSQ/N0102, Version 1.0	Non-Core	4	2	60	0	0	0	60	20	30	0	0	50	10	
<b>Duration (in Hours) / Total Marks</b>						<b>50</b>	<b>450</b>	<b>600</b>	<b>450</b>	<b>0</b>	<b>1500</b>	<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>	<b>1000</b>	<b>100</b>

Elective 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
1.															
2.															
Duration (in Hours) / Total Marks															

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks				
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total
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.	<b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	<p><i>Medical Graduate (MBBS, BAMS, BHMS) with 1 years of relevant experience working in hospitals and 1 year of teaching experience</i> Or <i>PhD (Nursing) with 1 years of relevant experience working in hospitals and 1 year of teaching experience</i> Or <i>M. Sc. (Nursing) with 1 years of relevant experience working in and 1 year of teaching experience</i> Or <i>B.Sc. or Post Basic B.Sc (Nursing) with 1 years of relevant experience working in hospitals and 1 year of teaching experience</i> Or <i>Diploma GNM (General Nursing Midwifery) with 2 years of relevant experience working in hospitals and 1 year of teaching experience</i></p>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	<p><i>Medical Graduate (MBBS, BAMS, BHMS) with 4 years of relevant experience working in hospitals and 1 year of teaching experience</i> Or <i>PhD (Nursing) with 4 years of relevant experience working in hospitals and 1 year of teaching experience</i> Or <i>M. Sc. (Nursing) with 4 years of relevant experience working in and 1 year of teaching experience</i> Or <i>B.Sc. or Post Basic B.Sc (Nursing) with 4 years of relevant experience working in hospitals and 1 year of teaching experience</i> Or <i>Diploma GNM (General Nursing Midwifery) with 5 years of relevant experience working in hospitals and 1 year of teaching experience</i></p>
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	

Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<p><i>Medical Graduate (MBBS, BAMS, BHMS) with 2 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</i> Or <i>PhD (Nursing) with 2 years of relevant experience working in hospitals and 1 year of teaching/ assessment experience</i> Or <i>M. Sc. (Nursing) with 2 years of relevant experience working in and 1 year of teaching/assessment experience</i> Or <i>B.Sc. or Post Basic B.Sc (Nursing) with 3 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</i> Or <i>Diploma GNM (General Nursing Midwifery) with 5 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</i></p>
2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Diploma/Graduate
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<p><i>Medical Graduate (MBBS, BAMS, BHMS) with 3 years of relevant experience working in hospitals and 2 year of teaching/assessment experience</i> Or <i>PhD (Nursing) with 3 years of relevant experience working in hospitals and 2 year of teaching/ assessment experience</i> Or <i>M. Sc. (Nursing) with 3 years of relevant experience working in and 2 year of teaching/assessment experience</i> Or <i>B.Sc. or Post Basic B.Sc (Nursing) with 4 years of relevant experience working in hospitals and 3 year of teaching/assessment experience</i> Or <i>Diploma GNM (General Nursing Midwifery) with 6 years of relevant experience working in hospitals and 5 year of teaching/assessment experience</i></p>
4.	<b>Assessment Mode (Specify the assessment mode)</b>	Blended (Theory: Online, Practical and Viva: Blended)
5.	<b>Tools and Equipment Required for Assessment</b>	<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.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> No
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b>
4.	<b>Number of Industry validation provided:</b>
5.	<b>Estimated nos. of persons to be trained and employed:</b>
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> Yes If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

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
<b>Professional Theoretical Knowledge/Process</b>	<p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> <li>• The Emergency Care Assistant should also be able to provide emergency medical support and care to casualty and transport them to a medical facility within stipulated time limits                             <ul style="list-style-type: none"> <li><input type="checkbox"/> He should be willing to work in ambulances in shifts.</li> <li><input type="checkbox"/> ECA must have factual knowledge of field or study in order to perform activities correctly</li> <li><input type="checkbox"/> Process, condition, and resources required by the body to support healthy functioning such as assisting to nutritional demands, elimination of body wastes; prevent from infection; active and passive physical activities</li> <li><input type="checkbox"/> Basic structure and function of the body systems</li> </ul> </li> </ul>	<p>The Emergency Care Assistant during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<p>Factual knowledge of field of knowledge or study.</p> <ul style="list-style-type: none"> <li>• Respond to emergency calls                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with control room</li> <li><input type="checkbox"/> Size up the scene</li> <li><input type="checkbox"/> Identify various medical emergencies</li> <li><input type="checkbox"/> Provide support during Cardiovascular emergencies</li> <li><input type="checkbox"/> Provide support during Cerebrovascular emergencies</li> </ul> </li> <li>Provide support during Behavioral emergencies                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide support during Respiratory emergencies</li> <li><input type="checkbox"/> Provide support during Diabetic emergencies</li> <li><input type="checkbox"/> Provide support during Bleeding and shock</li> <li><input type="checkbox"/> Provide support during Musculoskeletal injuries, soft tissue injuries and burns</li> <li><input type="checkbox"/> Provide support during Head and spinal injuries</li> <li><input type="checkbox"/> Provide support during Poisoning or overdose</li> <li><input type="checkbox"/> Provide support during</li> <li><input type="checkbox"/> Carry out activities related to Patient triage</li> <li><input type="checkbox"/> Prepare ambulance for the emergency</li> </ul> </li> </ul> <p>Transport the patient by appropriate means</p>	<p>The Emergency Care Assistant during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	4

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handover the patient to the concerned staff of provider institute</li> <li><input type="checkbox"/> Management of Healthcare Waste (Biomedical and General waste)</li> <li><input type="checkbox"/> Infection control practices</li> <li><input type="checkbox"/> All these are activities that require him/her to demonstrate his practical skill, as per the scope of the job role, using appropriate tool, quality concepts, responsible for carrying out range of activities, requiring either laid down approach or may adopt alternative approaches as per the best evidenced practices.</li> <li><input type="checkbox"/> Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social environment.</li> </ul>		
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<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"> <li>• How to demonstrate pre-procedural activities for dressing of wounds and injuries.</li> <li>• How to demonstrate dressing and splint/cast application procedures as instructed by the healthcare professional.</li> <li>• How to demonstrate technical skills in providing first aid care to victims as per the emergency condition.</li> </ul>	<p>The Emergency Care Assistant during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	4
<b>Broad Learning Outcomes/Core Skill</b>	<p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> <li>• Provide the patient clear instructions regarding the procedure and confirm patient's understanding of it and its related requirements</li> <li><input type="checkbox"/> Essential attributes of ECA is to follow the instructions of the doctor/nurse</li> <li><input type="checkbox"/> Record observations if any.</li> <li><input type="checkbox"/> Communicate effectively with patients and their attendants keeping cultural and special needs</li> </ul> <p>Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that</p>	<p>The Emergency Care 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

	he/she should have the basic understanding of social environment		
<b>Responsibility</b>	<p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> <li>• The Emergency Care Assistant is responsible for supporting emergency medical services team for responding emergency calls and provide emergency care support to patients in their day-to-day working in a variety of roles.</li> <li>□ An ECA also assists in preparing, managing and maintaining ambulances</li> </ul> <p>This is further reconfirmed by the fact that the Emergency Care Assistant is expected to learn and improve his/her practice while on the job and is referred as skilled health assistants</p>	<p>The Emergency Care 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	Non Rebreath Face Mask		3
2	Stair Chair		1
3	Nebulization Mask Pediatric		3
4	Helmet		2
5	Ventury Mask		3
6	Scoops Stretcher		1
7	Nebulization Mask Adult		3
8	Partial Rebreath Face Mask		3
9	BP Apparatus Digital		2
10	IV Cannula of varied size	2 of each size	2
11	Oxygen Cylinder A type with key, humidifier, tubing, regulator, trolley	each item	1
12	Finger Pulseoxymeter		2
13	Malleable Splint		2
14	Spacer		2

15	Syringes 5ml, 10ml, 20ml, 50ml	5 of each size	5
16	Bandages	PACKET	20
17	IV Set		3
18	Torch		3
19	Laryngeal Mask Airway (LMA) of varied size	1 of each size	1
20	Adult Ambu Bag With Mask	each equipment	3
21	Endotracheal Tube all size	1 of each size	1
22	Oropharyngeal Airways of varied size	2 of each size	2
23	Nasopharyngeal Airways of varied size	2 of each size	2
24	CPR Manikin Adult		3
25	CPR Manikin Infant		3
26	Digital Thermometer		2
27	Simple Face oxygen Mask Pediatric		2
28	Nasal Canula Pediatric		2
29	Cervical Collar Large		2
30	Cervical Collar Medium		2
31	Infant Ambu Bag With Mask		3
32	Simple Face oxygen Mask Adult		2
33	Laryngoscope With Blades Paediatric		1
34	Pocket Mask Adult		3
35	Inhaler		2
36	Suction Catheter of varied size	1 of each size	1
37	Cervical Collar Small		2
38	Suction Machine (Manual)		1
39	Microdrip IV Set		3
40	Automated External Defibrillator (AED) Trainer with adult pads		1
41	Glucometer		2
42	Various IV Fluid (NS, RL, DNS)	500 ml bottle of each fluid	2
43	Nebulizer Machine		2
44	Oxygen Cylinder B type with key, humidifier, tubing, regulator, trolley		1
45	BP Apparatus Manual		2

46	Nasal Canula Adult		2
47	Manual Thermometer		2
48	Spine Board With Beds with Immobilizer		2
49	Laryngoscope With Blades Adult		1
50	Suction Machine (Electric)		1
51	ET Stylet		2
52	Airway Manikin		1
53	Dummy Interior of ambulance/Ambulance Van		1
54	Nursing full body Manikin adult male/ female		1
55	EMS Boots or Iron Toe Shoes		2
56	Extrication equipment s (Rod, Rope, Hammer, Scissor, Fire Safety Blanket)		2
57	Vaccum Splints		1
58	Combi Tube		2

#### Classroom Aids

The aids required to conduct sessions in the classroom are:

1. AV Aids
2. Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)
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 of Representative	Designation	City/State
1	Narayana Hrudayalaya	Dr T S Shrinath	Sr Consultant	Bangalore
2	Vidyanta Skill Institute	Jaideep Herbertt	COO	Gurgaon
3	Suguna Hospital	Dr Rekha G	Medical Superintendent	Bangalore
4	Wipro GE	Dr Kritika Nanda	strategic Initiatives Leader	Delhi
5	Bangalore Baptist Hospital	Dr Kingsly Robert	HOD Emergency Department	Bangalore
6	Sarvodaya Hospital	Ms Janet Chaudhary	Principal	Delhi
7	Agadi Hospital	Dr Anju Agadi	COO	Bangalore

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
	2022-23	28	28	25	0								
	2023-24	794	727	681	460								

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

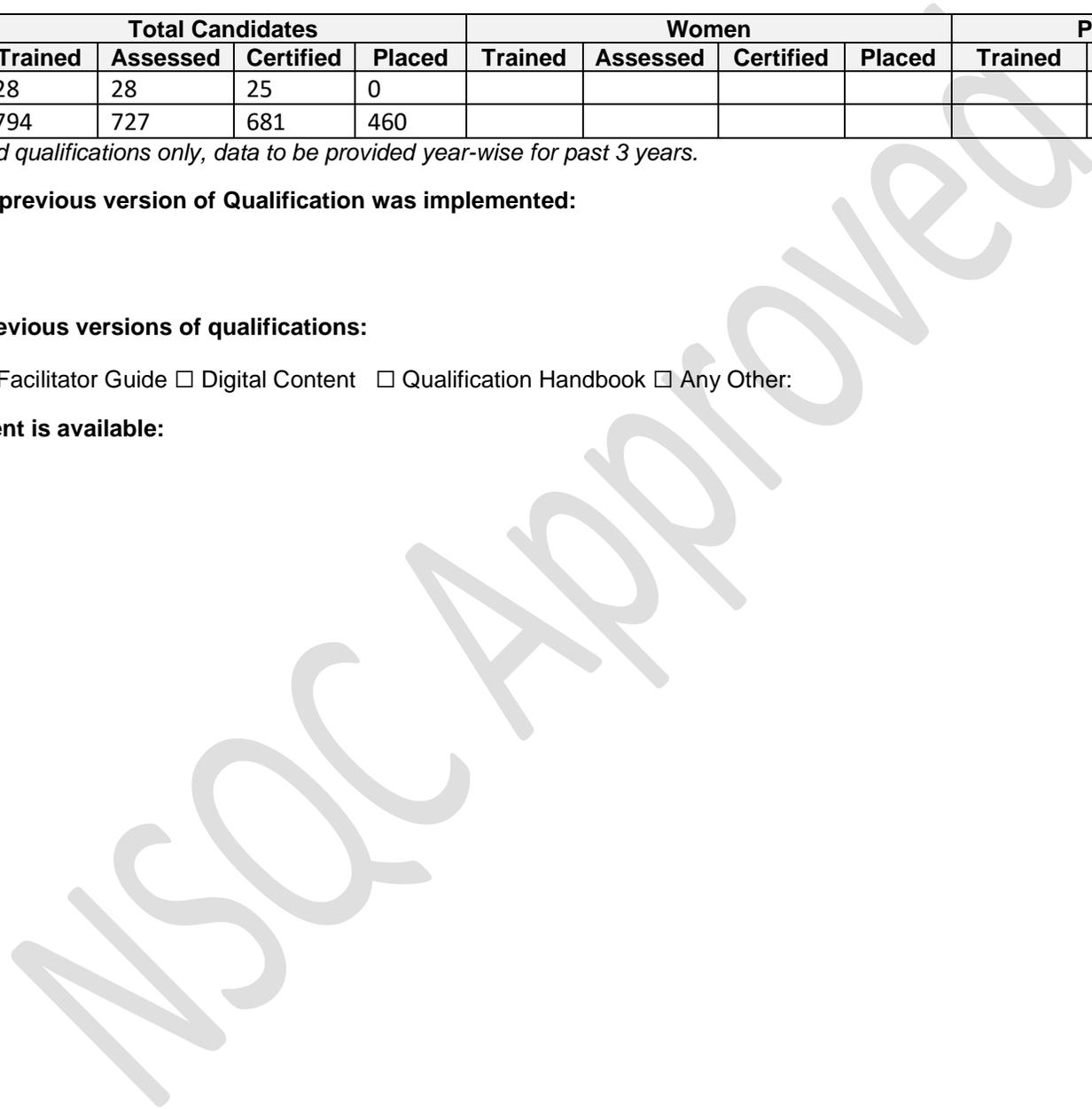
**List Schemes in which the previous version of Qualification was implemented:**

- 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 Marks	Practical Marks	Project Marks	Viva Marks	Total Marks
HSS/N2332: Respond to emergency calls and size up the scene at the site	· Respond to emergency calls	10	10	5	6	31
	· Coordinate with control room	20		10	12	42
	· Size up the scene	17	15	5	6	43
	<b>NOS Total</b>	<b>47</b>	<b>25</b>	<b>20</b>	<b>24</b>	<b>116</b>

HSS/N2333: Provide support during medical emergencies	· Identify various medical emergencies	15	10	5	10	40
	· Cardiovascular emergencies	18	20	6	10	54
	· Cerebrovascular emergencies	15	10	6	10	41
	· Behavioral emergencies	15		10	12	37
	· Respiratory emergencies	20	30	6	10	66
	Diabetic emergencies	15		10	12	37
	<b>NOS Total</b>	<b>98</b>	<b>70</b>	<b>43</b>	<b>64</b>	<b>275</b>
HSS/N2334: Provide support during trauma emergencies	· Bleeding and shock	22	26	10	10	68
	· Musculoskeletal injuries, soft tissue injuries and burns	28	25	10	10	73
	· Head and spinal injuries	23	30	10	10	73
	<b>NOS Total</b>	<b>73</b>	<b>81</b>	<b>30</b>	<b>30</b>	<b>214</b>
HSS/N2335: Provide support during other emergencies	• Poisoning or overdose	17	20	6	10	53
	Environmental emergencies	17	20	6	10	53
	<b>NOS Total</b>	<b>34</b>	<b>40</b>	<b>12</b>	<b>20</b>	<b>106</b>
HSS/N2336: Carry out activities related to patient triage	· Patient triage	17	20	10	10	57
	<b>NOS Total</b>	<b>17</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>57</b>
HSS/N2337: Manage patient transport and handover to the identified provider institute	· Prepare ambulance for the emergency	15	20	10	10	55
	· Transport the patient by appropriate means	10		10	13	33
	· Handover the patient to the concerned staff of provider institute	15		10	13	38
	<b>NOS Total</b>	<b>40</b>	<b>20</b>	<b>30</b>	<b>36</b>	<b>126</b>

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
<b>NOS Total</b>		<b>21</b>	<b>14</b>	<b>5</b>	<b>16</b>	<b>56</b>
DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours)	Introduction to Employability Skills	1	1			
	Constitutional values – Citizenship	1	1			
	Becoming a Professional in the 21st Century	2	4			
	Basic English Skills	2	3			
	Career Development & Goal Setting	1	2			
	Communication Skills	2	2			
	Diversity & Inclusion	1	2			
	Financial and Legal Literacy	2	3			
	Essential Digital Skills	3	4			
	Entrepreneurship	2	3			
	Customer Service	1	2			
	Getting ready for apprenticeship & Jobs	2	3			
	<b>NOS Total</b>		<b>20</b>	<b>30</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>		<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>	<b>1000</b>

#### 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 will be assessed separately.
2. 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/Photographs of Trainees during OJT
  - OJT Log Book/Portfolio
3. 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

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
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<b>National Occupational Standards (NOS)</b>	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.
<b>Qualification</b>	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
<b>Qualification File</b>	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.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>

NSQF Approved