



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

QUALIFICATION FILE

Home Health Aide

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

Table of Contents

| | |
|---|----|
| Section 1: Basic Details | 3 |
| Section 2: Module Summary..... | 6 |
| NOS/s of Qualifications..... | 6 |
| Mandatory NOS/s: | 6 |
| Elective NOS/s:..... | 7 |
| Optional NOS/s: | 7 |
| Assessment - Minimum Qualifying Percentage..... | 7 |
| Section 3: Training Related | 8 |
| Section 4: Assessment Related..... | 8 |
| Section 5: Evidence of the need for the Qualification..... | 9 |
| Section 6: Annexure & Supporting Documents Check List | 9 |
| Annexure: Evidence of Level..... | 10 |
| Annexure: Tools and Equipment (Lab Set-Up)..... | 12 |
| Annexure: Industry Validations Summary | 16 |
| Annexure: Training & Employment Details..... | 18 |
| Annexure: Blended Learning | 19 |
| Annexure: Detailed Assessment Criteria..... | 19 |
| Annexure: Assessment Strategy | 22 |
| Annexure: Acronym and Glossary..... | 23 |

NSQC Approved

Section 1: Basic Details

| 1. | Qualification Name | Home Health Aide | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|---|---|---|--------|--|---|---|-----------------------------|--|--|----|--|---|----------------|-----------------------------|--|----|--|---|--|--|--|----|--|---|---|------------------------------|
| 2. | Sector/s | Healthcare | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM | NQR Code & version of existing/previous qualification: 2021/HLT/HSSC/04105, v2.0 | Qualification Name of existing/previous version: Home Health Aide | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | a. OEM Name b. Qualification Name (Wherever applicable) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval) | QG-03-HE-00658-2023-V1.1-HSSC | 6. NCrF/NSQF Level: 3 | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure) | Skill Certificate | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Brief Description of the Qualification | Individuals in this job provide assistance to patients with diverse needs in carrying out their daily living activities at different care settings like home, old age home, hospice, etc. Some of the key responsibilities of a Home Health Aide are to provide personal care, comfort and assistance to the patient while they are coping up with their health conditions. They also report the health status to the service providers or other health professionals. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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</td> <td>2 years relevant experience</td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>3</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>Previous relevant qualification of NSQF level 2.5</td> <td>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 | 10 th Grade Pass | | | Or | | 2 | 8th Grade pass | 2 years relevant experience | | Or | | 3 | 8th grade pass and pursuing continuous schooling | | | Or | | 3 | Previous relevant qualification of NSQF level 2.5 | 1.5-year relevant experience |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10 th Grade Pass | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Or | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 8th Grade pass | 2 years relevant experience | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Or | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 8th grade pass and pursuing continuous schooling | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Or | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Previous relevant qualification of NSQF level 2.5 | 1.5-year relevant experience | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | b. Age: 18 years | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|--|-----------------------|-------------------------|---------------|--|--|-------------------------|----------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|-----|----|-----|--------|--|--|--|--|--|
| 10. | Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF)) | 30 | | | | | 11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II | | | | | | | | | | | | | | | | | | |
| 12. | Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable) | Not Applicable | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification) | <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>300</td> <td>330</td> <td>270</td> <td>NA</td> <td>900</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) | 300 | 330 | 270 | NA | 900 | Online | | | | | |
| Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | | | | | | | | | | | | | | | | | | | | |
| Classroom (offline) | 300 | 330 | 270 | NA | 900 | | | | | | | | | | | | | | | | | | | | |
| Online | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Aligned to NCO/ISCO Code/s (if no code is available mention the same) | NCO-2015/2246.0400 | | | | | | | | | | | | | | | | | | | | | | | |
| 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: The candidate may further enhance their skills sets mapping to competences of Geriatric Care Aide, and General Duty Assistant by additional or add on training. Vertical Progression to General Duty Assistant- Advanced 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 Contact No.: 011-40505850,011 41017346 Website: www.healthcare-ssc.in | |
| 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 <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. | Assist patient in bathing, dressing up and grooming | HSS/N5133, Version 2.0 | Core | 3 | 4.5 | 25 | 65 | 90 | 0 | 180 | 85 | 120 | 40 | 35 | 280 | 20 |
| 2. | Support individuals to eat and drink | HSS/N5104 Version 3.0 | Core | 3 | 3 | 30 | 30 | 30 | 0 | 90 | 30 | 30 | 10 | 10 | 80 | 10 |
| 3. | Assist the patient in maintaining normal elimination | HSS/N5105, Version 3.0 | Core | 3 | 3 | 20 | 40 | 30 | 0 | 90 | 30 | 30 | 10 | 10 | 80 | 15 |
| 4. | Support patients with diverse needs in coping up with their health conditions | HSS/N5136, Version 3.0 | Core | 3 | 4 | 15 | 45 | 30 | 0 | 90 | 54 | 0 | 24 | 30 | 108 | 20 |
| 5. | Implement the interventions planned for patients with diverse needs | HSS/N5137, Version 3.0 | Core | 3 | 7.5 | 70 | 80 | 45 | 0 | 195 | 90 | 90 | 44 | 55 | 279 | 20 |
| 6. | Maintain a safe, healthy and secure working environment | HSS/N9617, Version 2.0 | Non-Core | 3 | 2 | 15 | 30 | 15 | 0 | 60 | 20 | 0 | 9 | 30 | 59 | 5 |
| 7. | Follow infection control policies & | HSS/N9618, Version 2.0 | Non-Core | 3 | 2 | 25 | 20 | 15 | 0 | 60 | 21 | 0 | 13 | 30 | 64 | 5 |

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|--|--|--|----------------|-----------------|---------------------|---------------------------|------------|------------|----------|------------|------------------|------------|------------|------------|-------------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| | procedures including biomedical waste disposal protocols | | | | | | | | | | | | | | | |
| 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 | 5 |
| 9. | Bridge Modules | | Non-Core | | 2 | 40 | 20 | 15 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | |
| Duration (in Hours) / Total Marks | | | | | 30 | 300 | 330 | 270 | 0 | 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/NSQF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|--|-----------------|--|----------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1. | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | |
| Duration (in Hours) / Total Marks | | | | | | | | | | | | | | | | |

Optional NOS/s:

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

Assessment - Minimum Qualifying Percentage

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

Minimum Pass Percentage – Aggregate at qualification level: 70% (Every Trainee should score 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) | <p>Medical Graduate with 2 years’ experience, with 1 year sector specific and 1 year teaching experience</p> <p>Or</p> <p>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 2 years’ experience, with 1 year sector specific and 1 year teaching experience</p> <p>Or</p> <p>GNM (General Nursing Midwifery) with 3 years’ experience, with 2 year sector specific and 1 year teaching experience</p> |
| 2. | Master Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | <p>Medical Graduate with 2 years’ experience, with 1 year sector specific and 1 year teaching experience</p> <p>Or</p> <p>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 4 years’ experience, with 3 year sector specific and 1 year teaching experience</p> <p>Or</p> <p>GNM (General Nursing Midwifery) with 5 years’ experience, with 4-year sector specific and 1 year teaching experience</p> |
| 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) | <p>Medical Graduate with 2 years’ experience, with 1 year sector specific and 1 year teaching experience</p> <p>Or</p> <p>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 3 years’ experience, with 1 year sector specific and 2-year teaching/assessment experience</p> |
|----|--|---|

| | | |
|----|---|---|
| | | Or GNM (General Nursing Midwifery) with 4 years' experience, with 2-year sector specific and 2 year 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) | Medical Graduate with 3 years' experience, with 1 year sector specific and 2 year teaching experience Or B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 5 years' experience, with 2 year sector specific and 3-year teaching/assessment experience Or GNM (General Nursing Midwifery) with 6 years' experience, with 2-year sector specific and 4-year 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 (Mandatory) | Yes |
| 2. | Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course) | Yes |

| | | |
|-----|---|-----|
| 3. | Annexure: Detailed Assessment Criteria (Mandatory) | Yes |
| 4. | Annexure: Assessment Strategy (Mandatory) | Yes |
| 5. | Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning") | No |
| 6. | Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit) | No |
| 7. | Annexure: Acronym and Glossary (Optional) | Yes |
| 8. | Supporting Document: Model Curriculum (Mandatory – Public view) | Yes |
| 9. | Supporting Document: Career Progression (Mandatory - Public view) | Yes |
| 10. | Supporting Document: Occupational Map (Mandatory) | Yes |
| 11. | Supporting Document: Assessment SOP (Mandatory) | 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 | <ul style="list-style-type: none"> The Home Health Aide provides patient care and help maintain a suitable environment for the patient at home. The Home Health Aide provide routine individualized healthcare to the elderly, convalescents, or persons with disabilities at the patient's home. Monitor or report changes in health status. Provide personal care such as bathing, dressing, and grooming of patient. They work in familiar, predictable, routine, situation of clear choice Limit risks of infection by using appropriate infection control procedures at home | The Home Health Aide 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 3. | 3 |
| Professional and Technical Skills/ Expertise/ Professional Knowledge | <ul style="list-style-type: none"> The Home Health Aide should also be able to demonstrate basic patient care skills such as patient's daily care, patient's | The Home Health Aide should possess the practical and factual knowledge of his field. | 3 |

| | | | |
|--|--|--|----------|
| | <ul style="list-style-type: none"> • comfort, patient’s safety and patient’s health needs at home care settings • The Home Health Aide work in collaboration with patient carers and other healthcare providers. • He should be result oriented. He should also be able to demonstrate basic patient • care skills, communication skills and ethical behaviour. • He needs to be calm and patient while dealing with elderly person. Should also be able to demonstrate clinical skills, • Communication skills and ethical behaviour. This indicates that a Home Health Aide must have factual knowledge of field or study in order to perform activities correctly. • process, condition, and resources required by the body to support healthy functioning such as body regulation including maintenance of body temperature, support in elimination of body wastes, protection from infection • encourage and support active and passive physical activities • basic structure and function of the body systems | <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p> | |
| <p>Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill</p> | <ul style="list-style-type: none"> • Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts • Home Health Aide is expected to provide patient care during bathing, grooming, dressing-up • Support individuals to eat and drink and encourage to drink and eat on their own as well • assist during elimination • Home Health Aide is responsible for providing routine individualised healthcare to the elderly, convalescents, or persons with disabilities at the patient's home. • 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. • Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or | <p>The Home Health Aide 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 3.</p> | <p>3</p> |

| | | | |
|---|---|---|---|
| | oral) with required clarity and indicates that he/she should have the basic understanding of social environment. | | |
| Broad Learning Outcomes/Core Skill | <p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> • provide the patient clear instructions regarding the procedure and confirm patient's understanding of it and its related requirements • Essential attributes of Home Health • Aide is to record the completion of the procedure with relevant details by marking the template. Read the doctor/nurse instructions to follow at home and cross check in case of any clarifications • Understanding. Discuss procedures with the patient and make him/ her feel comfortable. • Answer questions that patient may have. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social, political and natural environment. | <p>The Home Health Aide 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 3.</p> | 3 |
| Responsibility | <p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> • The Home Health Aide is responsible for providing routine individualised healthcare to the elderly, convalescents, or persons with disabilities at the patient's home. • Prevention of patient fall. • Rehabilitation of the patient in terms of motivating them, enabling patient to cope with changes to their health & well being • Monitor or report changes in health status. Provide personal care such as bathing, dressing, and grooming of patient. • This is critical as it indicates that the person is responsible for his own work and learning. • This is further reconfirmed by the fact that the Home Health Aide is expected to learn and improve his/her practice while on the job and is referred as "skilled workers. | <p>The Home Health Aide 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 3.</p> | 3 |

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 | Steam Inhaler | Nos | 1 |

| | | | |
|----|--|----------|---|
| 2 | Diaper Infant | Bundle | 1 |
| 3 | Diaper Adult | Bundle | 1 |
| 4 | Hot water Bottle | Nos | 2 |
| 5 | Measuring Glass | Nos | 2 |
| 6 | CPR Manikin | Nos | 1 |
| 7 | Spirometer | Eqpt Nos | 2 |
| 8 | Wall Clock with seconds hand | Eqpt Nos | 1 |
| 9 | Sputum Mug | Eqpt Nos | 2 |
| 10 | Crepe Bandage | Bundle | 2 |
| 11 | Home Bed | Eqpt Nos | 2 |
| 12 | Gas Stove with cylinder/Induction | Nos | 1 |
| 13 | Home Cltohes Female | Nos | 1 |
| 14 | Home Cltohes Male | Nos | 1 |
| 15 | Air Mattress | Nos | 1 |
| 16 | Crutch | Nos | 2 |
| 17 | Wheel Chair | Nos | 2 |
| 18 | Splint (Medium) | Nos | 2 |
| 19 | Iv Stand | Nos | 2 |
| 20 | Measuring Tape | Nos | 3 |
| 21 | Walker | Nos | 2 |
| 22 | Goggles (PPE) | Nos | 3 |
| 23 | Table (3 Ft By 6 Ft) for display / Racks | Nos | 1 |
| 24 | Foot Rest | Nos | 3 |
| 25 | Steel Basin (Medium) | Nos | 3 |
| 26 | Urinal (Male) | Nos | 2 |
| 27 | Oxygen Cylinder | Nos | 1 |
| 28 | Pillow | Nos | 4 |
| 29 | Bath Tub | Nos | 2 |
| 30 | Oxygen Cylinder Trolley | Nos | 1 |
| 31 | Back Rest | Nos | 3 |
| 32 | Steel Bowl | Nos | 4 |
| 33 | Cupboard | Nos | 1 |
| 34 | Blanket | Nos | 4 |

| | | | |
|----|----------------------------------|-------|----|
| 35 | Scissor | Nos | 2 |
| 36 | Bed Sheet | Nos | 4 |
| 37 | Cane | Nos | 3 |
| 38 | Hair Oil/ Coconut oil | ml | 2 |
| 39 | Gauze Piece | Nos | 10 |
| 40 | Spatula | Nos | 5 |
| 41 | Call Bell | Nos | 2 |
| 42 | Ryle'S Tube of Varied Size | Types | 2 |
| 43 | Gloves (Surgical) - Packet | Nos | 3 |
| 44 | Suction Catheater of varied size | Types | 2 |
| 45 | Liquid Soap Bottle | ml | 4 |
| 46 | Betadine Solution Bottle | ml | 4 |
| 47 | Bath Soap | Nos | 4 |
| 48 | Bandage | Nos | 10 |
| 49 | Bulb Syringe | Nos | 2 |
| 50 | Dressing Scissor | Nos | 3 |
| 51 | Rubber Sheet/Mackintosh | Nos | 2 |
| 52 | Shoe Cover - Packet | Nos | 3 |
| 53 | Normal Saline Bottle | ml | 2 |
| 54 | Mattress | Nos | 2 |
| 55 | Toothpaste | Nos | 2 |
| 56 | Shampoo Bottle | ml | 2 |
| 57 | Hydrogen Peroxide Bottle | ml | 2 |
| 58 | Ice Caps | Nos | 2 |
| 59 | Nail Cutter & Filer | Nos | 5 |
| 60 | Suction Apparatus | Nos | 1 |
| 61 | Sand Bag | Nos | 2 |
| 62 | Weighing Machine | Nos | 2 |
| 63 | Oxygen Key | Nos | 1 |
| 64 | Steel Glass | Nos | 4 |
| 65 | Pillow Cover | Nos | 4 |
| 66 | Splint (Small) | Nos | 2 |
| 67 | Cervical Collar (Medium) | Nos | 3 |
| 68 | Steel Jug | Nos | 2 |

| | | | |
|-----|---|-------|----|
| 69 | Hospital Fowler Bed | Nos | 1 |
| 70 | Bed Pan | Nos | 3 |
| 71 | Stop Watch | Nos | 3 |
| 72 | Ambu Mask (Adult) | Nos | 3 |
| 73 | Steel Plate | Nos | 4 |
| 74 | Stretcher | Nos | 2 |
| 75 | Splint (Large) | Nos | 2 |
| 76 | Spoon | Nos | 4 |
| 77 | Wet Wipes - Packet | Nos | 2 |
| 78 | B.P. Monitoring Machine | Nos | 3 |
| 79 | Comb | Nos | 4 |
| 80 | Tooth Brush | Nos | 4 |
| 81 | Gloves (Disposable) - Packet | Nos | 4 |
| 82 | Uro Bag | Nos | 5 |
| 83 | Thermometer | Nos | 3 |
| 84 | Needle Burner | Nos | 1 |
| 85 | Syringe 50 Cc/MI | Nos | 4 |
| 86 | Gown (PPE) | Nos | 3 |
| 87 | Mask - Packet | Nos | 3 |
| 88 | Hair Cap - Packet | Nos | 1 |
| 89 | Cotton Rolls | Nos | 2 |
| 90 | Different Colour Plastic Bags With Dustbins (Red) | Nos | 1 |
| 91 | Registers (Attendance) | Nos | 2 |
| 92 | Folley Catheter of varied size | Types | 2 |
| 93 | Oxygen Mask Adult | Nos | 3 |
| 94 | Nursing Manikin | Nos | 1 |
| 95 | Sample Collection Bottle | Nos | 10 |
| 96 | Cotton Absorbent | Nos | 2 |
| 97 | Draw Sheet | Nos | 4 |
| 98 | Sponge Cloth | Nos | 2 |
| 99 | Tourniquet | Nos | 3 |
| 100 | Micropore of different size | Nos | 5 |
| 101 | Vaccutanour(Red/Black/Voilet) | Nos | 1 |
| 102 | Cleaning Solution (Colin) | ml | 2 |

| | | | |
|-----|---|-------|---|
| 103 | Different Colour Plastic Bags With Dustbins (Blue) | Nos | 1 |
| 104 | Stethoscope | Nos | 4 |
| 105 | Big Towel | Nos | 4 |
| 106 | Different Colour Plastic Bags With Dustbins (Black) | Nos | 1 |
| 107 | Registers (Records) | Nos | 2 |
| 108 | Drum | Nos | 1 |
| 109 | Kidney Tray - Small/Medium/Large | Types | 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 | AIMS Kochi | Bir. Sai Bala M | Nursing Director | Kerala |
| 2 | AIIMS Raipur | Mrs. Chitrelekha Sippy | Nursing Tutor | Raipur |

| | | | | |
|----|------------------------------------|---------------------|---|----------------------|
| 3 | Downtown Hospital | Mary Anthony | Nursing Superintendent | Guwahati |
| 4 | Growider Medical System | Mohammad Firoz Khan | Director | New Delhi |
| 5 | Care24 | Joldin Francis | Care Manager | New Delhi |
| 6 | Aster CMI Hospital | Dr Rohini Paul | Head Nursing Education and Development | Bangalore |
| 7 | Vidyanta Skills Pvt Ltd | Jaideep Herbert | COO | Gurgaon |
| 8 | Ramiah Hospital | Anitha Kumari D | Assistant Nursing Superintendent | - |
| 9 | Ramiah Hospital | Lysamma Mathew | Incharge Nursing Superintendent | |
| 10 | Max Healthcare Institute | Dr Vanita Mittal | General Manager | Delhi |
| 11 | Jeevaniyam Ayurveda | Dr Reshmi Pramod | Managing Director | Kerala |
| 12 | Maharaja Agrasen | Dr Deepak Singla | MD | Delhi |
| 13 | Portea Medoical | Dr Sanjay Bajpai | Clinical Head | Delhi |
| 14 | Grandage Services Private Limited. | Arvindd Narayanan | Business Head – Acquisition, Training & Certification | Delhi |
| 15 | NU Hospital | Dr Dilip | Medical Director | south |
| 16 | Meenakshi Mission Hospital | R sugnulanosali | Nursing Superintendent | south |
| 17 | HCI | Jain Paul | Course coordinator | Bangalore, Karnataka |
| 18 | MP Birla Hospital | Dr Sarika Kalra | Principal | Indore |
| 19 | AMRI Hospital | Dr Pinaki Dutta | Academic Registrar | Kolkata |
| 20 | Sugana Hospital | Dr Rekha G | Medical Suprintendent | North West |
| 21 | BRS Health & Research | Vivekananda Patil | Regional Head nurse | New Delhi |
| 22 | Christain Mission Hospital | Avinash Sundas | Principal | chattisgarh |
| 23 | IL&FS skills | Dr Zoya Nagpal | Healthcare Lead | New Delhi |
| 24 | Vivekananda Memorial Hospital | Anantha Kumar | | Karnataka |

| | | | | |
|----|---|-----------------|-----------|---------|
| 25 | Sarvodaya Institute of Allied Health Sciences | Janet Chaudhary | Principal | Haryana |
|----|---|-----------------|-----------|---------|

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 |
| | 2018-19 | 5943 | 5363 | 4820 | | | | | | | | | |
| | 2019-20 | 11211 | 10379 | 8829 | | | | | | | | | |
| | 2020-21 | 4554 | 4259 | 3858 | | | | | | | | | |
| | 2021-22 | 6056 | 5370 | 4992 | | | | | | | | | |
| | 2022-23 | 5595 | 5410 | 5018 | | 2396 | | | | | | | |
| | 2023-24 | 2792 | 2576 | 2456 | | 2397 | | | | | | | |

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 |
|--|--|--------------|-----------------|---------------|------------|
| HSS/N5133: Assist patient in bathing, dressing up and grooming | Maintain patient’s privacy | 10 | 30 | 10 | 5 |
| | Assist in bathing patient | 25 | 30 | 10 | 10 |

| | | | | | |
|--|--|-----------|------------|-----------|-----------|
| | Assist patient in dressing up | 23 | 30 | 10 | 10 |
| | Assist in grooming the patient | 27 | 30 | 10 | 10 |
| | Total | 85 | 120 | 40 | 35 |
| HSS/N5104 Support individuals to eat and drink | Provide adequate support to patient during eating | 30 | 30 | 10 | 10 |
| | Total | 30 | 30 | 10 | 10 |
| HSS/N5105 Assist patient in maintaining normal elimination | Support the patient during elimination | 30 | 30 | 10 | 10 |
| | Total | 30 | 30 | 10 | 10 |
| HSS/N5136: Support patients with diverse needs in coping up with their health conditions | Communicate with patient and their acquaintances effectively | 28 | | 12 | 15 |
| | Help patients to cope up with their health conditions | 26 | | 12 | 15 |
| | Total | 54 | 0 | 24 | 30 |
| HSS/N5137: Implement the interventions planned for patients with diverse needs" | Support in mobility of the patient | 21 | 30 | 12 | 15 |
| | Support service provider in development of care plan | 19 | 20 | 12 | 15 |
| | Implement the interventions as per individualized care plans | 25 | 20 | 10 | 10 |
| | Monitor the outcomes of interventions undertaken | 25 | 20 | 10 | 15 |
| | Total | 90 | 90 | 44 | 55 |
| HSS/N9617 Maintain a safe, healthy and secure working environment | Comply the health, safety and security requirements and procedures for workplace | 7 | 0 | 2 | 10 |
| | Handle any hazardous situation with safely, competently and within the limits of authority | 8 | 0 | 5 | 10 |

| | | | | | |
|--|--|-----------|-----------|-----------|-----------|
| | Report any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment | 5 | 0 | 2 | 10 |
| | Total | 20 | 0 | 9 | 30 |
| 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 | 0 | 3 | 10 |
| | Complying with effective infection control protocols that ensures the safety of the patient(or end-user of health-related products/services) | 8 | 0 | 5 | 10 |
| | Maintaining personal protection and preventing the transmission of infection from person to person | 8 | 0 | 5 | 10 |
| | Total | 21 | 0 | 13 | 30 |
| 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 | | |
| | NOS Total | 20 | 30 | 0 | 0 |

| | | | | | |
|--|--------------------|------------|------------|------------|------------|
| | Grand Total | 350 | 300 | 150 | 200 |
|--|--------------------|------------|------------|------------|------------|

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 |
|--|--|
| 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 |