



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

### QUALIFICATION FILE

#### Multiskilled Health Assistant

- Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship  
 Upskilling  Dual/Flexi Qualification  For ToT  For ToA
- General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: 3

Submitted By:

Healthcare Sector Skill Council

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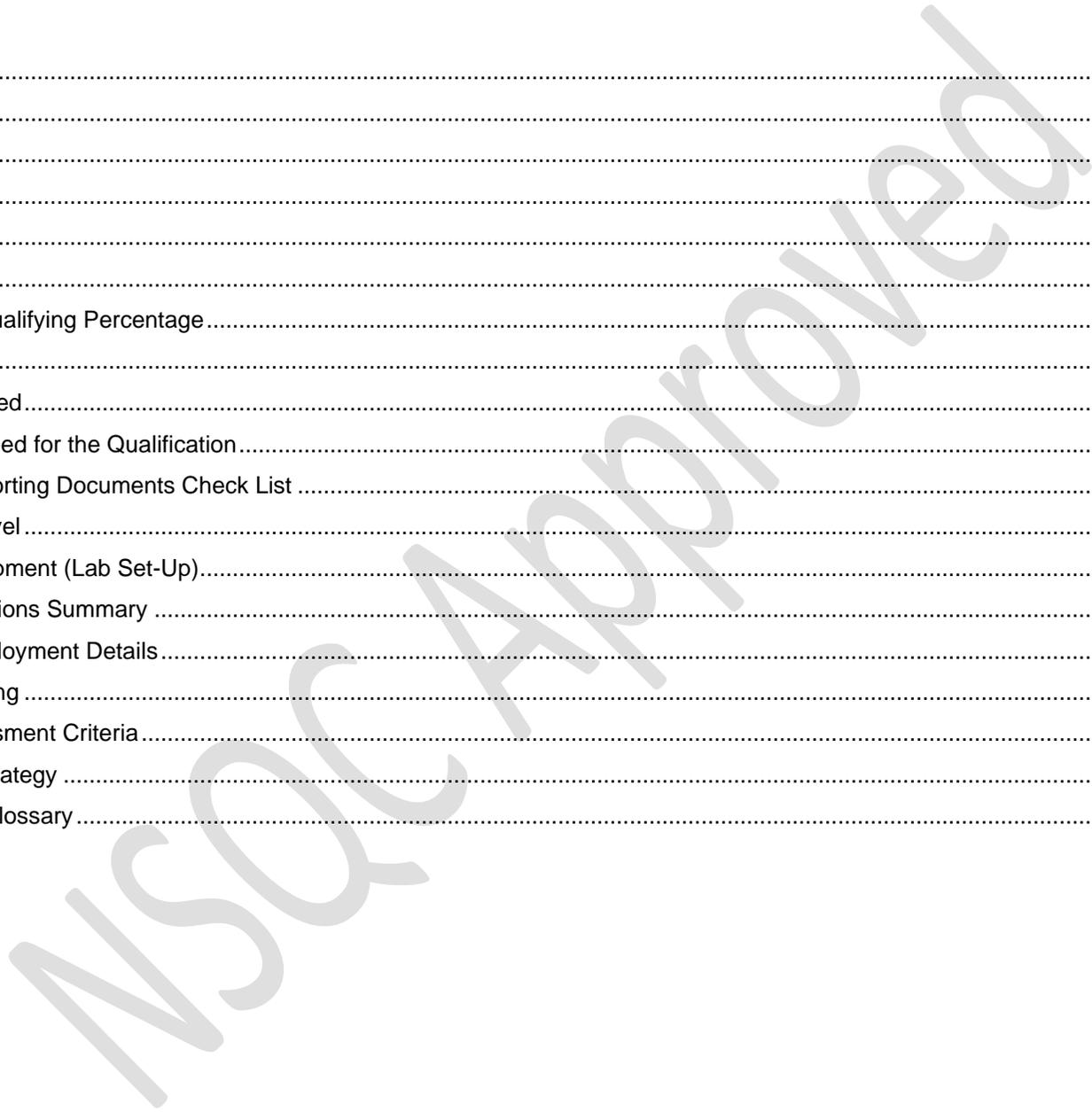
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Section 1: Basic Details

| 1.     | <b>Qualification Name</b>  | <b>Multiskilled Health Assistant</b>   |  |        |  |   |   |                             |  |
|--------|--|--|--|--------|--|---|---|-----------------------------|--|
| 2.     | <b>Sector/s</b>  | <b>Healthcare</b>  |  |        |  |   |   |                             |  |
| 3.     | <b>Type of Qualification:</b> <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options<br><input type="checkbox"/> OEM | <b>NQR Code &amp; version of existing/previous qualification:</b>  | <b>Qualification Name of existing/previous version:</b>  |        |  |   |   |                             |  |
| 4.     | <b>a. OEM Name</b><br><b>b. Qualification Name</b><br><i>(Wherever applicable)</i>   |  |  |        |  |   |   |                             |  |
| 5.     | <b>National Qualification Register (NQR) Code &amp;Version</b><br><i>(Will be issued after NSQC approval)</i>  | QG-03-HE-02522-2024-V1-HSSC  | <b>6. NCrf/NSQF Level:</b> 3   |        |  |   |   |                             |  |
| 7.     | <b>Award</b><br><b>(Certificate/Diploma/Advance Diploma/ Any Other</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>                  | Skill Certificate  |  |        |  |   |   |                             |  |
| 8.     | <b>Brief Description of the Qualification</b>  | Individual would assist healthcare professionals in managing the workplace and patients of small and medium size healthcare settings like clinic, polyclinic, PHC, CHC, medical store, diagnostic facility, etc. They would carry out duties assigned by healthcare professional under their guidance.   |  |        |  |   |   |                             |  |
| 9.     | <b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>   | <b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Grade 10 pass or equivalent</td> <td></td> </tr> </tbody> </table> <b>b. Age:</b> 18 years |  | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1 | Grade 10 pass or equivalent |  |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)   | Required Experience (with Specialization - if applicable)  |  |        |  |   |   |                             |  |
| 1      | Grade 10 pass or equivalent  |  |  |        |  |   |   |                             |  |
| 10.    | <b>Credits Assigned to this Qualification, Subject to Assessment</b> <i>(as per National Credit Framework (NCrF))</i>  | 17   | <b>11. Common Cost Norm Category (I/II/III)</b> <i>(wherever applicable):</i><br><br>Category II |        |  |   |   |                             |  |

| 12.                     | <b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)   | Not Applicable  |                       |                         |               |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
|-------------------------|--|---|-----------------------|-------------------------|---------------|--|--|-------------------------|----------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|-----|---|-----|--------|--|--|--|--|--|
| 13.                     | <b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> 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<br><table border="1" data-bbox="584 316 1447 619"> <thead> <tr> <th data-bbox="584 316 730 440">Training Delivery Modes</th> <th data-bbox="730 316 846 440">Theory (Hours)</th> <th data-bbox="846 316 976 440">Practical (Hours)</th> <th data-bbox="976 316 1128 440">OJT Mandatory (Hours)</th> <th data-bbox="1128 316 1330 440">OJT Recommended (Hours)</th> <th data-bbox="1330 316 1447 440">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="584 440 730 564">Classroom (offline)</td> <td data-bbox="730 440 846 564">120</td> <td data-bbox="846 440 976 564">240</td> <td data-bbox="976 440 1128 564">150</td> <td data-bbox="1128 440 1330 564">0</td> <td data-bbox="1330 440 1447 564">510</td> </tr> <tr> <td data-bbox="584 564 730 619">Online</td> <td data-bbox="730 564 846 619"></td> <td data-bbox="846 564 976 619"></td> <td data-bbox="976 564 1128 619"></td> <td data-bbox="1128 564 1330 619"></td> <td data-bbox="1330 564 1447 619"></td> </tr> </tbody> </table> <p data-bbox="584 624 1122 651">(Refer Blended Learning Annexure for details)</p> |                       |                         |               |  |  | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 120 | 240 | 150 | 0 | 510 | Online |  |  |  |  |  |
| Training Delivery Modes | Theory (Hours)   | Practical (Hours)   | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| Classroom (offline)     | 120  | 240   | 150                   | 0                       | 510           |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| Online                  |  |   |                       |                         |               |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| 14.                     | <b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)   | NCO-2015/3259   |                       |                         |               |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| 15.                     | <b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)  | <p data-bbox="577 762 1995 906">Vertical Progression:<br/>                     NSQF Level 4: General Duty Assistant- advanced, Geriatric Care Aide<br/>                     NSQF Level 5: Trainer<br/>                     NSQF Level 5: Assessor<br/>                     NSQF Level 5: Patient Relation Associate</p> <p data-bbox="577 930 1995 994">Horizontal Progression:<br/>                     NSQF Level 3: General Duty Assistant, Dietetic Aide, Home Health Aide,</p> <p data-bbox="577 1050 1995 1098">Progression to Diploma/Degree qualifications in the relevant field after training. (NCAHP)</p>  |                       |                         |               |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| 16.                     | <b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>  | Hindi   |                       |                         |               |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| 17.                     | <b>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:   |                       |                         |               |  |  |                         |                |                   |                       |                         |               |                     |     |     |     |   |     |        |  |  |  |  |  |
| 18.                     | <b>Is the Job Role Amenable to Persons with Disability</b>   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>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><br><i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i> | Name: Mr. Ashish Jain<br>Email: <a href="mailto:ashish.jain@healthcare-ssc.in">ashish.jain@healthcare-ssc.in</a><br>Contact No.: 011-40505850,011 41017346<br>Website: <a href="http://www.healthcare-ssc.in">www.healthcare-ssc.in</a> |                                   |
| 23. | <b>Final Approval Date by NSQC:</b><br>30/04/2024  | 24. Validity Duration: 3 years  | 25. Next Review Date : 30/04/2027 |

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/ 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.                                       | Maintain proper functioning of the healthcare set up                         | HSS/N5138, Version 1.0                    | Core           | 3                | 5.5                 | 30                        | 90  | 45       | 0        | 165   | 130              | 120 | 80    | 80   | 410   | 30                            |
| 2.                                       | Prepare procedure area and patient under guidance of healthcare professional | HSS/N5139 Version 1.0                     | Core           | 3                | 4.5                 | 30                        | 60  | 45       | 0        | 135   | 126              | 87  | 50    | 70   | 333   | 30                            |
| 3.                                       | Manage inventory at healthcare set up  | HSS/N5140, Version 1.0                    | Core           | 3                | 3.5                 | 15                        | 60  | 30       | 0        | 105   | 47               | 40  | 20    | 40   | 147   | 20                            |
| 4.                                       | Maintain a safe and secure working environment                               | HSS/N9624, Version 2.0                    | Non-Core       | 4                | 1                   | 0                         | 15  | 15       | 0        | 30    | 10               | 10  | 0     | 10   | 30    | 5                             |
| 5.                                       | Follow sanitization and infection control guidelines                         | HSS/N9622, Version 2.0                    | Non-Core       | 4                | 1.5                 | 15                        | 15  | 15       | 0        | 45    | 17               | 13  | 0     | 0    | 30    | 5                             |
| 6.                                       | Employability Skills (30 Hours)  | DGT/VSQ/N010, Version 1.0                 | Non-Core       | 2                | 1                   | 30                        | 0   | 0        | 0        | 30    | 20               | 30  | 0     | 0    | 50    | 10                            |
| <b>Duration (in Hours) / Total Marks</b> |  |   |                |                  | 17                  | 120                       | 240 | 150      | 0        | 510   | 350              | 300 | 150   | 200  | 1000  | 100                           |

Elective NOS/s:

| S. No                             | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core / Non-Core | NCrF/NSQ F 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/NSQ F 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>        | <i>Medical Graduate (MBBS, BAMS, BHMS) with 1 years of experience working in hospitals and 1 year of teaching experience</i><br><i>Or</i><br><i>PhD (Nursing) with 2 years of experience working in hospitals and 1 year of teaching experience</i><br><i>Or</i><br><i>M. Sc. (Nursing) with 2 years of experience working in hospitals and 1 year of teaching experience</i><br><i>Or</i><br><i>B. Sc. (Nursing) with 3 years of experience working in hospitals and 1 year of teaching experience</i><br><i>Or</i><br><i>GNM with 3 years of experience working in hospital and 1 year of teaching experience</i> |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b> | <i>Medical Graduate with 2 years of experience working in hospitals and 2 year of teaching experience</i><br><i>Or</i><br><i>PhD (Nursing) with 3 years of experience working in hospitals and 2 year of teaching experience</i><br><i>Or</i><br><i>M. Sc. (Nursing) with 3 years of experience working in hospitals and 2 year of teaching experience</i><br><i>Or</i><br><i>B. Sc. (Nursing) with 4 years of experience working in hospitals and 2 year of teaching experience</i><br><i>Or</i><br><i>GNM with 4 years of experience working in hospital and 2 year of teaching experience</i>                    |
| 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> | <i>Medical Graduate with 2 years of experience working in hospitals and 2 year of teaching/assessment experience</i><br><i>Or</i><br><i>PhD (Nursing) with 3 years of experience working in hospitals and 2 year of teaching/assessment experience</i><br><i>Or</i><br><i>M. Sc. (Nursing) with 4 years of experience working in hospitals and 3 year of teaching/assessment experience</i> |
|----|--|---|

|    |   |  |
|----|---|--|
|    |   | <p>Or</p> <p>B. Sc. (Nursing) with 6 years of experience working in hospitals and 3 year of teaching/assessment experience</p> <p>Or</p> <p>GNM with 6 years of experience working in hospital and 3 year of teaching experience</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>Medical Graduate with 4 years of experience working in hospitals and 3 year of teaching/assessment experience</p> <p>Or</p> <p>PhD (Nursing) with 3 years of experience working in hospitals and 3 year of teaching/assessment experience</p> <p>Or</p> <p>M. Sc. (Nursing) with 4 years of experience working in hospitals and 4 year of teaching/assessment experience</p> <p>Or</p> <p>B. Sc. (Nursing) with 6 years of experience working in hospitals and 4 year of teaching/assessment experience</p> <p>Or</p> <p>GNM with 6 years of experience working in hospitals and 4 year of teaching/assessment experience</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 (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. | <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> Skill Gap Study attached providing abstract of such initiatives in sector  |
| 4. | <b>Number of Industry validation provided:</b> 30   |
| 5. | <b>Estimated nos. of persons to be trained and employed:</b> 600  |
| 6. | <b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> <i>The communication mail attached</i><br>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> | <ul style="list-style-type: none"> <li>• Perform front desk and billing activities of set up</li> <li>• Provide comfort to visitors/customers and patients as per organizational process</li> <li>• Maintain and store patients records &amp; files for necessary compliance</li> <li>• Receive and transport the patient samples, drugs and documents within set up</li> <li>• Manage changing and transport laundry/ linen</li> <li>• Mobilize the patient using correct equipment and techniques</li> <li>• Prepare and support patient before procedure</li> </ul> | <p>Refer to the evidences provided in the adjacent column.<br/>The Multiskilled health assistant during the job should be able to perform complying following parameters:</p> <ul style="list-style-type: none"> <li>• Possessing knowledge</li> </ul> | 3               |

|  |  |   |          |
|--|--|---|----------|
|  | <ul style="list-style-type: none"> <li>• Prepare and support patient during procedure</li> <li>• Prepare and support patient after procedure</li> <li>• Decontaminate commonly used basic patient care equipment</li> <li>• Assist in ordering and receiving requisite stock</li> <li>• Maintain proper storage and display of stock</li> </ul> <p>Follow Social distancing practices Personal and workplace hygiene Waste disposal methods<br/>Reporting and information gathering<br/>Mental and emotional wellbeing</p> <ul style="list-style-type: none"> <li>• identify any problems with team members and other people and take the initiative to solve these problems</li> <li>• work within organizational systems and requirements as appropriate to one's role</li> <li>• maintain competence within one's role and field of practice</li> <li>• identify potential hazards and breaches of safe work practices</li> </ul> | <p>involving a defined range of standard procedures employed in routine contexts.</p> <ul style="list-style-type: none"> <li>• Able to deliver the work timely with Quality.</li> <li>• Can interpret the available information &amp; communicate the same.</li> <li>• identify any problems with team members and other people using basic knowledge and provide known responses to familiar problems.</li> <li>• Possess the basic Financial literacy.</li> </ul> <p>Hence it falls under Level 3.</p>  |          |
| <p><b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b></p> | <ul style="list-style-type: none"> <li>• Multiskilled health assistant should also be able to carry out preparation of patient and basic patient care skills such as before, during and after procedure</li> <li>• The individual should work in collaboration with patient carers and other healthcare providers.</li> <li>• He should be result oriented.</li> <li>• He needs to be calm and patient while dealing with elderly person. Should also be able to demonstrate clinical skills,</li> <li>• Communication skills and ethical behaviour. This indicates that a Multiskilled health assistant must have factual knowledge of field or study in order to perform activities correctly.</li> <li>• process, condition, and resources required by the body to support</li> </ul>   | <p>Refer to the evidences provided in the adjacent column.<br/>The Multiskilled health assistant during the job should be able to perform by possessing following skills and knowledge:</p> <ul style="list-style-type: none"> <li>• A range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts.</li> <li>• The ability to gain, and where relevant apply a range of knowledge, skills and understanding.</li> <li>• Has the required skills for Identification of the problem and issues within the range of familiar contexts and</li> </ul> | <p>3</p> |

|  |   |   |   |
|--|---|---|---|
|  |   | <p>generate possible solution.</p> <ul style="list-style-type: none"> <li>• Skills to identify the relevant tools and materials in given context.</li> <li>• Possesses operational knowledge and understanding of the work/ job.</li> </ul> <p>Hence it falls under Level 3.</p>  |   |
| <p><b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b></p> | <ul style="list-style-type: none"> <li>• How to Demonstrate the use of different modes of payment.</li> <li>• How to demonstrate the process of scanning, swapping and transaction.</li> <li>• How to demonstrate technical skills of Storage and retention and retrieval of database and records.</li> <li>• How to demonstrate technical skills required for recording the diagnostic and clinical results in the report carefully</li> <li>• 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>• 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> | <p>Refer to the evidences provided in the adjacent column.</p> <p>The Multiskilled health assistant during the job should be able to perform by possessing following skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Working as a member of a team/ within a team. Display Personal Motivation. Positive Attitude &amp; Passion for Work</li> <li>• Good skills in written and oral communication with some clarity, basic knowledge of Language to support such communication.</li> <li>• Intermediate literacy and Numeracy skills</li> <li>• Skills for workshop calculations and basic of arithmetic and algebraic principles.</li> <li>• Have broader Employability Skills</li> <li>• Can use digital tools, has basic Financial and Digital literacy, Aadhar and Mobile, digital payments etc with some proficiency.</li> <li>• Basic understanding of social, political, natural and work environment.</li> </ul> | 3 |

|   |   |  |   |
|---|---|--|---|
|   |   | Hence it falls under Level 3.  |   |
| <b>Broad Learning Outcomes/Core Skill</b> | <ul style="list-style-type: none"> <li>• Perform front desk and billing activities of set up</li> <li>• Provide comfort to visitors/customers and patients as per organizational process</li> <li>• Maintain and store patients records &amp; files for necessary compliance</li> <li>• Receive and transport the patient samples, drugs and documents within set up</li> <li>• Manage changing and transport laundry/ linen</li> <li>• Mobilize the patient using correct equipment and techniques</li> <li>• Prepare and support patient before procedure</li> <li>• Prepare and support patient during procedure</li> <li>• Prepare and support patient after procedure</li> <li>• Decontaminate commonly used basic patient care equipment</li> <li>• Assist in ordering and receiving requisite stock</li> <li>• Maintain proper storage and display of stock</li> </ul> <p>Follow Social distancing practices Personal and workplace hygiene Waste disposal methods<br/>Reporting and information gathering<br/>Mental and emotional wellbeing<br/>Assemble the equipment and material required during the procedure</p> <ul style="list-style-type: none"> <li>• report any identified breaches in health, safety, and security procedures to the designated person</li> <li>• respond to queries and information needs of all individuals</li> </ul> <p>skill to basic arithmetic and algebraic principles</p> <ul style="list-style-type: none"> <li>• Manage inventory of the store</li> <li>• Sterilize and disinfect materials and instruments and linen</li> <li>• follow the organization's emergency procedures promptly, calmly, and efficiently</li> <li>• report any identified breaches in health, safety, and security procedures to the designated person</li> <li>• identify and recommend opportunities for improving health, safety, and security to the designated person</li> </ul> | <p>Refer to the evidences provided in the adjacent column.<br/>The Multiskilled health assistant during the job should be able to perform by possessing following skills and knowledge:</p> <ul style="list-style-type: none"> <li>• able to carry out work in a familiar, predictable, routine, situation of clear choice.</li> <li>• Can apply standard procedures or operations.</li> <li>• Able to identify/ anticipate the problems and possible range of solutions</li> <li>• Can perform tasks by own with little instructions and supervision.</li> <li>• Understands all safety &amp; general hygiene norms and environmental aspects, together with Risks.</li> </ul> <p>Refer to the evidences provided in the adjacent column.<br/>Hence it falls under Level 3.</p> | 3 |
| <b>Responsibility</b>                     | <p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> <li>• Perform front desk and billing activities of set up</li> <li>• Provide comfort to visitors/customers and patients as per organizational process</li> <li>• Maintain and store patients records &amp; files for necessary compliance</li> <li>• Receive and transport the patient samples, drugs and documents within set up</li> <li>• Manage changing and transport laundry/ linen</li> <li>• Mobilize the patient using correct equipment and techniques</li> <li>• Prepare and support patient before procedure</li> </ul>   | <p>The Multiskilled Health Assistant should be able to deal with the responsibilities for delivery and quality of own work and tangible output.</p> <p>They should be able to assist in the planning of the routine and predictable tasks</p>  | 3 |

|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Prepare and support patient during procedure</li> <li>• Prepare and support patient after procedure</li> <li>• Decontaminate commonly used basic patient care equipment</li> <li>• Assist in ordering and receiving requisite stock</li> <li>• Maintain proper storage and display of stock</li> <li>• This is critical as it indicates that the person is responsible for his own work and learning.</li> <li>• 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"</li> </ul> | <p>within a specific field.</p> <p>Hence it falls under Level 3.</p> |  |
|--|--|--|--|

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      | CPR Manikin   | Eqpt Nos      | 2                                 |
| 2      | Thermometer - Mercury                                     | Eqpt Nos      | 1                                 |
| 3      | I V cannula of various sizes                              | Eqpt Nos      | 1                                 |
| 4      | Personal Hygiene Tray                                     | Eqpt Nos      | 2                                 |
| 5      | Patient Dress Female                                      |               | 2                                 |
| 6      | Patient Dress Male  | Eqpt Nos      | 2                                 |
| 7      | Hand Washing area with sink and hand washing instructions | Eqpt Nos      | 1                                 |
| 8      | Steam Inhaler   | Eqpt Nos      | 3                                 |
| 9      | Shaving Kit   | Eqpt Nos      | 1                                 |
| 10     | Diaper (Adult)  | Each          | 1                                 |
| 11     | Screens for Privacy                                       | Eqpt Nos      | 1                                 |
| 12     | Isopropyl Solution  | Eqpt Nos      | 3                                 |
| 13     | Nasal Canula  | Eqpt Nos      | 1                                 |
| 14     | Nasal Prong   | Eqpt Nos      | 2                                 |
| 15     | Syringe 50 cc/ ml   | Eqpt Nos      | 2                                 |
| 16     | Hospital Bed - Manual Fowler Bed (3 parts at least)       | Eqpt Nos      | 1                                 |
| 17     | Thermometer - Digital                                     | Eqpt Nos      | 2                                 |

|    |                                     |          |   |
|----|-------------------------------------|----------|---|
| 18 | B.P. Monitoring Machine - Digital   | Eqpt Nos | 3 |
| 19 | face towel                          | Eqpt Nos | 3 |
| 20 | Small Bath Towel                    | Each     | 2 |
| 21 | Wheel Chair                         | Each     | 1 |
| 22 | Steel Plate                         | Each     | 1 |
| 23 | Weighing Machine                    | Eqpt Nos | 3 |
| 24 | Steel Instrument Tray (Small)       | Eqpt Nos | 3 |
| 25 | Scissors                            |          | 2 |
| 26 | Foot Rest                           | Each     | 1 |
| 27 | Dissecting Forcep                   | Eqpt Nos | 2 |
| 28 | Ambu bag with Mask (Adult)          | Eqpt Nos | 1 |
| 29 | Measuring Tape                      | Each     | 1 |
| 30 | Cardiac Table                       | Eqpt Nos | 1 |
| 31 | Crutch                              | Eqpt Nos | 1 |
| 32 | Scoop stretcher                     | Eqpt Nos | 1 |
| 33 | Steel Glass                         | Eqpt Nos | 1 |
| 34 | I V Stand                           | Eqpt Nos | 1 |
| 35 | Oxygen Cylinder B type with trolley | Eqpt Nos | 1 |
| 36 | Pillow                              | Eqpt Nos | 2 |
| 37 | Pillow Cover                        | Eqpt Nos | 2 |
| 38 | Steel Basin (Medium)                | Eqpt Nos | 2 |
| 39 | Gauze Piece (4x4)                   | Eqpt Nos | 2 |
| 40 | Steel Instrument Tray (Medium)      | Eqpt Nos | 2 |
| 41 | Bed Pan                             | Eqpt Nos | 2 |
| 42 | Nail Cutter & Filer                 | Eqpt Nos | 2 |
| 43 | Urinal (Male)                       | Eqpt Nos | 2 |
| 44 | Urinal (Female)                     | Eqpt Nos | 2 |
| 45 | Kidney Tray of varied size          | Eqpt Nos | 2 |
| 47 | Back Rest                           | Eqpt Nos | 1 |
| 48 | Steel Instrument Tray (Large)       | Eqpt Nos | 1 |
| 49 | Artery Forcep                       | Eqpt Nos | 1 |
| 50 | Splint of varied size               | Eqpt Nos | 1 |
| 51 | Sitz Bath Tub                       | Eqpt Nos | 1 |

|     |  |          |   |
|-----|--|----------|---|
| 52  | Walker   | Eqpt Nos | 1 |
| 53  | Bed Sheet  | Eqpt Nos | 4 |
| 54  | Bedside Locker                                       | Eqpt Nos | 1 |
| 55  | Gown - PPE   | Eqpt Nos | 2 |
| 56  | Sponge Cloth   | Eqpt Nos | 2 |
| 57  | Different Colour Plastic Bags With Dustbins (Blue)   | Eqpt Nos | 1 |
| 58  | Stethoscope  | Eqpt Nos | 2 |
| 59  | Mask - Packet  | Eqpt Nos | 2 |
| 64  | Uro Bag  | Eqpt Nos | 2 |
| 65  | Hydrogen Peroxide Bottle                             | Eqpt Nos | 1 |
| 66  | Different Colour Plastic Bags With Dustbins (Red)    | Eqpt Nos | 1 |
| 67  | Oxygen Mask  | Eqpt Nos | 1 |
| 68  | Nursing Manikin male/ female                         | Eqpt Nos | 1 |
| 69  | Big Towel  | Eqpt Nos | 2 |
| 70  | Liquid Soap Bottle                                   | Eqpt Nos | 1 |
| 75  | Draw Sheet   | Eqpt Nos | 2 |
| 80  | Different Colour Plastic Bags With Dustbins (Yellow) | Eqpt Nos | 1 |
| 81  | Hair Cap - Packet                                    | Eqpt Nos | 1 |
| 82  | Rubber Sheet/ disposable under sheet                 | Eqpt Nos | 2 |
| 83  | Bandage  | Eqpt Nos | 2 |
| 84  | Gloves (Surgical) - Packet                           | Eqpt Nos | 1 |
| 85  | Normal Saline Bottle                                 | Eqpt Nos | 2 |
| 86  | B.P. Monitoring Machine - Manual                     | Eqpt Nos | 2 |
| 89  | Shoe Cover - Packet                                  | Eqpt Nos | 1 |
| 90  | Dressing Kit   | Eqpt Nos | 1 |
| 95  | Oxygen Key   | Eqpt Nos | 1 |
| 96  | Woolen Blanket                                       | Eqpt Nos | 2 |
| 97  | Steel Basin (Small)                                  | Eqpt Nos | 2 |
| 100 | Measuring Glass                                      | Eqpt Nos | 1 |
| 101 | Stretcher Trolley with wheels                        | Eqpt Nos | 1 |
| 102 | Cane   | Eqpt Nos | 1 |
| 103 | Micropore  | Eqpt Nos | 1 |
| 104 | Wet Wipes  | Eqpt Nos | 1 |

|     |   |          |   |
|-----|---|----------|---|
| 105 | Folley Catheter of varied size                              | Eqpt Nos | 1 |
| 106 | Gloves (Disposable) - Packet                                | Eqpt Nos | 1 |
| 107 | Betadine Solution Bottle                                    | Eqpt Nos | 1 |
| 108 | Spine Board   | Eqpt Nos | 1 |
| 109 | Steel Gauze Drums   | Eqpt Nos | 1 |
| 110 | Different Colour Plastic Bags With Dustbins (Black)         | Eqpt Nos | 1 |
| 111 | Credit Card Swipe Machine                                   | Eqpt Nos | 2 |
| 112 | Hospital manual   | Eqpt Nos | 3 |
| 113 | Hospital map  | Eqpt Nos | 3 |
| 114 | Hospital front office stationery                            | Eqpt Nos | 3 |
| 115 | Newspaper/magazine/hospital journal stand                   | Eqpt Nos | 3 |
| 116 | Sign boards   | Eqpt Nos | 3 |
| 117 | Telephone directory   | Eqpt Nos | 3 |
| 118 | Sample admission form/ requisite form/ visitor pass         | Eqpt Nos | 8 |
| 119 | Mock Procedure Rate List                                    | Eqpt Nos | 1 |
| 120 | Mock billing counter with cabinets of sample documents      | Eqpt Nos | 1 |
| 121 | Admission counter with desk provided for keeping documents  | Eqpt Nos | 1 |
| 122 | Mock HIS software   | Eqpt Nos | 1 |
| 123 | PBAX SYSTEM   | Eqpt Nos | 1 |
| 124 | Registration desk. Counter/phone/computer/internet facility | Eqpt Nos | 2 |
| 125 | TPA Desk  | Eqpt Nos | 1 |
| 126 | OPD Folder  | Eqpt Nos | 2 |
| 127 | Bar Coder   | Eqpt Nos | 1 |
| 128 | Mobile Trolley  | Eqpt Nos | 2 |
| 129 | OPD Clinic Records Forms                                    | Eqpt Nos | 2 |
| 130 | OPD New Registration Forms                                  | Eqpt Nos | 2 |
| 131 | Paper Clips Triangular 30mm                                 | Eqpt Nos | 1 |
| 132 | OPD Folder  | Eqpt Nos | 2 |
| 133 | Bar Coder   | Eqpt Nos | 1 |
| 134 | Mobile Trolley  | Eqpt Nos | 2 |
| 135 | OPD Clinic Records Forms                                    | Eqpt Nos | 2 |
| 136 | Computer  | Eqpt Nos | 5 |
| 137 | Sample Softwares of Medical Records Data Management         | Eqpt Nos | 1 |

|     |                          |          |    |
|-----|--------------------------|----------|----|
| 138 | Sample Forms and Formats | Eqpt Nos | 10 |
| 139 | Scan Machine             | Eqpt Nos | 1  |
| 140 | Printer                  | Eqpt Nos | 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                              |
|--------|---------------------------------------|------------------------|--|
| 1      | AMRI Hospital                         | Dr Pinaki Dutta        | Group Academic Registrar, AMRI Hospitals |
| 2      | P.D Hinduja National Hospital And Mrc | Dr. Avinash Supe       | Director – Clinical Governance & Head    |
| 3      | Maharaja Agrasen Hospital             | Dr Deepak Singla       | Medical Director                         |

|    |   |                           |   |
|----|---|---------------------------|---|
| 4  | Vidyanta Skills                                 | Jaideep Herbertt          | COO                                     |
| 5  | Suguna Hospital                                 | Dr. R Ravindra            | Medical Director                        |
| 6  | Bombay Nursing Home                             | Dr Manoj Gandhi           | Secretary                               |
| 7  | JSV Innovations Pvt. Ltd                        | Dr Satadal Saha           | Founder                                 |
| 8  | Learnnet Skills                                 | Zoya Nagpal               | Healthcare lead                         |
| 9  | Banchbo Socio Cultural Association              | Dr Dhires Kumar Chowdhury | President                               |
| 10 | BM Birla Heart Research Centre, Kolkata         | Mr. Supratik De Sarkar    | Associate Vice President and Unit Head  |
| 11 | SUT Pattom Super Specialty Hospital             | Col Rajeev Mannali        | CEO                                     |
| 12 | Down Town Hospital, Assam                       | Ms Kavery                 | Hr Manager                              |
| 13 | Pericia Healthcare Private Ltd                  | Ms Anamika Sikri          | COO                                     |
| 14 | KIMSHEALTH                                      | Ms Shreeshubha Kurup      | General Manager – Quality & innovations |
| 15 | Kauvery Hospital, Salem                         | Mr V Selvam               | Facility Director                       |
| 16 | Yashoda Super Speciality Hospital               | Dr Saurabh Raha           | Vice President                          |
| 17 | Satyabhama Hospitals Pvt. Ltd.                  | Dr Gopal Sharma           | MBBS, MD                                |
| 18 | Charnock Hospital                               | Dr Prमित Das              | OSD Education                           |
| 19 | Med Institute of Medical Gas Technology Pvt Ltd | Ms Anu Elizabeth Eldho    | Chief Technical Advisor                 |

|    |                                     |                         |   |
|----|-------------------------------------|-------------------------|---|
| 20 | Marengo Asia Hospitals              | Mr Gaurav Nathani       | Senior Manager Strategy & MD & CEO Office |
| 21 | Surya Padma Healthcare              | Dr AV SS Subramanyam    | Director                                  |
| 22 | Zeus Institute of Health Management | Dr Vijay Kumar Reddy    | Managing Director                         |
| 23 | Amala Institute of Medical Science  | Piljo Varghese          | General Manager                           |
| 24 | AIIMS Delhi                         | Dr Rakesh Garg          | Professor                                 |
| 25 | Life Circle Health Services         | Priya Anant             | Director                                  |
| 26 | Ummat Multi-specialty Clinic        | Dr. Lukman M Menon      | Consultant                                |
| 27 | Ayush Ayurveda Panchakarma clinic   | Dr Shanvozh. S. Manjuri | Doctor                                    |
| 28 | Khair Clinic                        | Dr Soyeb Sheikh         | Doctor                                    |
| 29 | Bodycure wellness center            | Dr Nabasmita            | Doctor                                    |
| 30 | Al Rahman Polyclinic                | Dr Nadeem               | Doctor                                    |

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 |
| 2024 | 100                  | 70%                                | NA                   |                                    | NA                     |                                    |
| 2025 | 250                  | 70%                                | NA                   |                                    | NA                     |                                    |
| 2026 | 250                  | 70%                                | NA                   |                                    | NA                     |                                    |

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 |
|                       |      |                  |          |           |        |         |          |           |        |                        |          |           |        |

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:**

NSQC Approved

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 :<br>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/N5138: Maintain proper functioning of the healthcare set up | Perform front desk and billing activities of set up                              | 25           | 20              | 20            | 20         |
|   | Provide comfort to visitors/customers and patients as per organizational process | 25           | 20              | 10            | 15         |

|   |  |            |            |           |           |
|---|--|------------|------------|-----------|-----------|
|   | Maintain and store patients records & files for necessary compliance   | 28         | 30         | 10        | 15        |
|   | Receive and transport the patient samples, drugs and documents within set up   | 25         | 20         | 20        | 15        |
|   | Manage changing and transport laundry/linen  | 27         | 30         | 20        | 15        |
|   | <b>Total</b>   | <b>130</b> | <b>120</b> | <b>80</b> | <b>80</b> |
| HSS/N5139: Prepare procedure area and patient under guidance of healthcare professional | Mobilize the patient using correct equipment and techniques  | 25         | 20         | 10        | 20        |
|   | Prepare and support patient before procedure   | 25         | 17         | 10        | 15        |
|   | Prepare and support patient during procedure   | 23         | 17         | 10        | 10        |
|   | Prepare and support patient after procedure  | 28         | 17         | 10        | 15        |
|   | Decontaminate commonly used basic patient care equipment   | 25         | 16         | 10        | 10        |
|   | <b>Total</b>   | <b>126</b> | <b>87</b>  | <b>50</b> | <b>70</b> |
| HSS/N5140: Manage inventory at healthcare set up  | Assist in ordering and receiving requisite stock like linen, general clinical equipment, tools, consumables, non-consumables, etc. | 22         | 20         | 10        | 20        |
|   | Maintain proper storage and display of stock like linen, general clinical equipment, tools, consumables, non-consumables, etc.     | 25         | 20         | 10        | 20        |
|   | <b>Total</b>   | <b>47</b>  | <b>40</b>  | <b>20</b> | <b>40</b> |
| HSS/N9624: Maintain a safe and secure working environment                               | Workplace safety and security  | 10         | 10         |           | 10        |
|   | <b>Total</b>   | <b>10</b>  | <b>10</b>  | <b>0</b>  | <b>10</b> |
| HSS/N9622: Follow sanitization and infection control guidelines                         | Social distancing practices  | 5          | 3          | -         | -         |
|   | Personal and workplace hygiene   | 4          | 4          | -         | -         |
|   | Waste disposal methods   | 3          | 2          | -         | -         |
|   | Reporting and information gathering  | 3          | 2          | -         | -         |

|  |  |            |            |            |            |
|--|--|------------|------------|------------|------------|
|  | Mental and emotional wellbeing of self, patients and relatives | 2          | 2          | -          | -          |
|  | <b>Total</b>   | <b>17</b>  | <b>13</b>  | <b>0</b>   | <b>0</b>   |
| DGT/VSQ/N0101 :<br>Employability Skills (30 Hours) | <b>Module 13: Employability Skills (30 Hours)</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> |

#### 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  |
|--|--|
| <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>                          |