

QUALIFICATION FILE

India Skills- National (Health & Social Care)

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☐ General ☒ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 4.5

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 | 5 |
| NOS/s of Qualifications..... | 5 |
| Mandatory NOS/s: | 5 |
| Elective NOS/s: | 5 |
| Optional NOS/s: | 6 |
| Assessment - Minimum Qualifying Percentage..... | 6 |
| Section 3: Training Related..... | 6 |
| Section 4: Assessment Related..... | 7 |
| Section 5: Evidence of the need for the Qualification..... | 7 |
| Section 6: Annexure & Supporting Documents Check List..... | 8 |
| Annexure: Evidence of Level | 8 |
| Annexure: Tools and Equipment (Lab Set-Up) | 10 |
| Annexure: Industry Validations Summary | 14 |
| Annexure: Training & Employment Details | 15 |
| Annexure: Blended Learning | 16 |
| Annexure: Detailed Assessment Criteria | 16 |
| Annexure: Assessment Strategy | 16 |
| Annexure: Acronym and Glossary | 17 |

Section 1: Basic Details

| 1. | Qualification Name | India Skills-National | | | | | | | | | | |
|--------|--|---|--|--------|--|---|--|----|--|--|--|--|
| 2. | Sector/s | Health and Social Care | | | | | | | | | | |
| 3. | Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM | NQR Code & version of existing/previous qualification: (change to previous, once approved) | Qualification Name of existing/previous version: | | | | | | | | | |
| 4. | a. OEM Name b. Qualification Name (Wherever applicable) | | | | | | | | | | | |
| 5. | National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval) | QG-4.5-HE-01828-2024-V1-HSSC | 6. NCrf/NSQF Level: 4.5 | | | | | | | | | |
| 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 | A health and social care personnel offers a range of support to individual clients and their family and has a continuing responsibility to work professionally and interactively with the client in order to ensure their holistic care needs are met. The health and social care personnel works in diverse environments, including the homes of clients, hospitals, community day care, and residential and nursing homes. He or she manages health, physical, and psychosocial well-being, support of growth and development, caring and rehabilitation. | | | | | | | | | | |
| 9. | Eligibility Criteria for Entry for Student/Trainee/Learner/Employee | a. Entry Qualification & Relevant Experience: <table border="1"> <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></td> <td>NA</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> b. Age: The competitors must not be older than 22 years in the year of World Skills Competition | | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | | NA | | | | |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | | | | | | | | | | |
| | NA | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 10. | Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF)) | 17 | 11. Common Cost Norm Category (I/II/III) (wherever applicable): II | | | | | | | | | |
| 12. | Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable) | NA | | | | | | | | | | |

| 13. | Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>) | <input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1" data-bbox="952 172 2056 347"> <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>180</td> <td>330</td> <td></td> <td>NA</td> <td>510</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i> | | | | | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 180 | 330 | | NA | 510 | Online | | | | | |
|-------------------------|--|---|---|-------------------------|---------------|--|-------------------------|----------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|--|----|-----|--------|--|--|--|--|--|
| Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | | | | | | | | | | | | | | | | | | | |
| Classroom (offline) | 180 | 330 | | NA | 510 | | | | | | | | | | | | | | | | | | | |
| Online | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>) | NCO/2015/3221.0300 | | | | | | | | | | | | | | | | | | | | | | |
| 15. | Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>) | | | | | | | | | | | | | | | | | | | | | | | |
| 16. | Other Indian languages in which the Qualification & Model Curriculum are being submitted | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | This Job role will be promoting participation amongst women by conducting outreach programs to highlight the importance of women in healthcare, showcasing success stories, and emphasizing the opportunities available in the sector. | | | | | | | | | | | | | | | | | | | | | | |
| 20. | Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | | | | | |
| 21. | Is Qualification Suitable to be Offered in Schools/Colleges | Schools <input type="checkbox"/> Yes <input 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: 06/02/2024 | 24. Validity Duration: 2 years or as per the World Skills Competition cycle, whichever is earlier. | 25. Next Review Date: 06/02/2026 | | | | | | | | | | | | | | | | | | | | | |

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|--|---|---|----------------|------------------|---------------------|---------------------------|------------|----------|----------|------------|------------------|-----|-------|------|------------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1 | Work organization and management | Version 1.0 | Core | 4.5 | 1 | 10 | 20 | | 0 | 30 | | | | | 5 | 5 |
| 2 | Communication and interpersonal skills | Version 1.0 | Core | 4.5 | 4 | 40 | 80 | | 0 | 120 | | | | | 25 | 25 |
| 3 | Problem solving, innovation, and creativity | Version 1.0 | Core | 4.5 | 2 | 30 | 30 | | 0 | 60 | | | | | 15 | 15 |
| 4 | Assessing Needs and Planning client care | Version 1.0 | Core | 4.5 | 3 | 30 | 60 | | 0 | 90 | | | | | 10 | 10 |
| 5 | Managing and Delivering client care | Version 1.0 | Core | 4.5 | 5 | 50 | 100 | | 0 | 150 | | | | | 35 | 35 |
| 6 | Evaluating client care | Version 1.0 | Core | 4.5 | 2 | 20 | 40 | | 0 | 60 | | | | | 10 | 10 |
| Duration (in Hours) / Total Marks | | | | | 17 | 180 | 330 | | 0 | 510 | | | | | 100 | 100 |

Elective NOS/s:

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

Optional NOS/s:

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

Assessment - Minimum Qualifying Percentage

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

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ____% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

| | | |
|----|--|--|
| 1. | Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | Medical/Nursing Professional with 5 years of clinical experience (MBBS, General Nursing and Midwifery (GNM), B.Sc/Post Basic BSC Nursing, PG Nursing and above) |
| 2. | Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | Medical/Nursing Professional with 7 years of clinical experience (MBBS, General Nursing and Midwifery (GNM), B.Sc/Post Basic BSC Nursing, PG Nursing and above) |
| 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) <i>(as per NCVET guidelines)</i> | <p>Have a formal and/or recognized certification with proven practical experience in Health & Social Care Skills with minimum 10 years experience. The professionals have degree or post degree programs in Medicine, Nursing or related.</p> <p>Or</p> <p>Have worked as a Jury member/expert in skills competitions and other competitions of similar nature at regional/national level.</p> <p>Or</p> <p>Trained/mentored competitors for Indiaskills/World Skills Competition (national/international)</p> |
| 2. | Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i> | |
| 3. | Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i> | Nursing Professional with 7 years of clinical experience General Nursing and Midwifery (GNM), B.Sc/Post Basic BSC Nursing, PG Nursing and above) |
| 4. | Assessment Mode <i>(Specify the assessment mode)</i> | Blended Assessment |
| 5. | Tools and Equipment Required for Assessment | <input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i> |

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

| | |
|----|--|
| 1. | Latest Skill Gap Study (not older than 2 years) (Yes/No): |
| 2. | Latest Market Research Reports or any other source (not older than 2 years) (Yes/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: 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") | |
| 6. | Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit) | |
| 7. | Annexure: Acronym and Glossary (Optional) | |
| 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: | World Skills Standards – Health & Social Care |

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 | <p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> Range of skills along with specialized domain skills Maintain personal hygiene, grooming, and personal behaviour in accordance with the organization's standards. Possesses knowledge in multidisciplinary contexts, broadly, within the chosen fields of skills/ job role. Deeper knowledge and understanding of specialized field of skills/ job role and its underlying principles. | <p>The individual in the job possesses Multidisciplinary and specialized knowledge Hence it falls under Level 4.5</p> | 4.5 |

| | | | |
|---|---|---|-----|
| Professional and Technical Skills/ Expertise/ Professional Knowledge | <ul style="list-style-type: none"> • Possesses a range of professional and technical skills, displays clarity of knowledge and practice in broad range of activities/ tasks. • Skill to clearly identify the relevant tools or sometimes improvise the available tools and techniques; and has advance knowledge of materials in difficult situations and different contexts. | <p>The individual in the job follows a range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.5</p> | 4.5 |
| Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill | <p>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concept</p> <ul style="list-style-type: none"> • Possesses excellent oral and written communication and collaboration skills. • Possesses Digital, Financial Literacy to use them effectively • Has a good understanding the constitutional, humanistic, ethical, and moral values. • Exercise self- management within the work contexts. • Emotional Intelligence | <p>The individual should have practical skills which are routine and repetitive and should use quality concepts.</p> <p>These professionals work as a member of a team/ within a team. They display self Motivation, Positive Attitude & Passion for Work .</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.5</p> | 4.5 |
| Broad Learning Outcomes/Core Skill | <ul style="list-style-type: none"> • Language to communicate written or oral, with required clarity • Demonstrates a wide range of specialized professional and technical skill in broad range of activity involving standard and non-standard practices. • Communication and collaboration skills • Should be able to listen and understand properly and present complex information in a clear and concise manner • Make judgement and take decision, based on | <p>The candidate in this roles are skilled to be able to takes responsibility for the nature and quality of outputs.Is able to work on processes to improve the quality of outputs. Can analyze and synthesize ideas</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.5</p> | 4.5 |

| | | | |
|-----------------------|---|---|-----|
| | the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, | | |
| Responsibility | Responsibility for own work and learning. <ul style="list-style-type: none"> Is accountable for determining and achieving personal and /or group tangible outcomes Handles/ / adapts/ accommodates change requirements and change management at the ground | These professionals take a active part as a team and collaborate in a team work. Refer to the evidence provided in the adjacent column. Hence it falls under Level 4.5 | 4.5 |

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

| S. No. | Tool / Equipment Name | Specification | Quantity for specified Batch size |
|--------|--------------------------------------|-----------------------------------|-----------------------------------|
| | Adjustable over bed table | with wheels (H&SC) | 2 |
| | zimmer frame | Adjustable | 2 |
| | Alarm clock | | 2 |
| | Banana board | | 1 |
| | Battery for diagnostic penlight | | 2 |
| | Blood Glucose monitoring machine | | 1 |
| | Blood pressure machine (digital) | L size | 1 |
| | Blood pressure machine (digital) | M size | 1 |
| | Blood pressure machine | (manual) | 1 |
| | BODE X-wipes for surface cleaning | | 2 |
| | Bowl of fruit | (26 cm) | 1 |
| | Cabinet lamp for hospital zone | | 1 |
| | Cushions | (insulin injection demonstration) | 2 |
| | Diabetes information | booklet | 2 |
| | stopwatch | Digital | 2 |
| | thermometer | Digital | 2 |
| | Doctor couch for physical assessment | | 1 |
| | Dual head stethoscope | | 1 |
| | Emergency call button | | 1 |

| | | | |
|--|---|--|---------------------|
| | Hospital electronic bed with mattress with siderails, movable | | 1 |
| | Identification bracelet | For patient | 2 |
| | Insulin pen | (disposable with liquid- saline or placebo- but not insulin) | 1 |
| | Kettle | | 1 |
| | Magnifying glasses | | 1 |
| | Medicine lockable cabinet | | 1 |
| | Mouthpiece and tube for nebulizer | | 1 |
| | Nebulizer compressor | | 1 |
| | O2 Regulator | (wall-attached) | 1 |
| | O2 Tube | (nasal) | 1 |
| | Oxygen humidifier with a mouthpiece | | 1 |
| | Pain measuring scale | (0-10) | 1 |
| | Peak flow meters | | 1 |
| | Portable curtain screen on wheels | | 1 |
| | Residential Bed with mattress (no siderails, wheels and height adjustable) H&SC | | 1 |
| | Rug | (80x150 cm) | 1 |
| | Scales stand on | | 1 |
| | Sink | | 1 |
| | Specialist board for stroke patients | | 1 |
| | Spirometer Respiflow | | 1 |
| | Stretch Band | | 1 |
| | Thematic poster (hand hygiene) | | 2 |
| | Vase with flowers | (18 cm) | 2 |
| | Wall photos (mixed) | | 1 |
| | Wall pictures (nature) | | 1 |
| | Wheelchair (siderails detachable) | | 1 |
| | Work surface with a sink | (112x56x139 cm) | 1 |
| | Actors | Women, Men | As per test project |
| | professional sound system | (as specified in TD) | 2 |
| | Alcohol hand rub | (1 L) | 1 |
| | Alcohol wipes | (pack of 100) | 2 |
| | Anti-embolism stockings pairs | (small) | 1 |
| | Band aid small | (pack of 100) | 1 |
| | Bandage elastic | (10 cm wide) | 1 |
| | Bath towel | 125x70 cm) | 1 |
| | Bed set for hospital zone | (Duvet/Quilt) | 1 |
| | Bed sheet | (140x200 cm) | 1 |
| | Bepanthen cream | | 1 |
| | Blood glucose testing stripes | (box of 100) | 1 |
| | Body pillow case | (38x190cm) | 1 |
| | Colostomy bag | (same size as colostomy bag) | 1 |

| | | | |
|--|---|--|---|
| | Colostomy base | | 1 |
| | Crutches pair | (arm/ellbow crutches - NOT under Armpit) | 1 |
| | Cultery set | | 2 |
| | Disposable aprons | | 2 |
| | Disposable Cap | (pack of 100) | 2 |
| | Disposable lancets (blood sugar), box of 100 | | 2 |
| | Disposable mask (box of 50) | | 2 |
| | Disposable vinyl gloves (medium)box of 100 (H&SC) | | 2 |
| | Draw sheet | (85x90 cm) | 2 |
| | Dressing gowns | (medium) | 1 |
| | Dressing gowns | (small) | 1 |
| | Dressing medical scissors | | 1 |
| | Drinking cup | type | 1 |
| | Drinking glass | (27 cl) | 1 |
| | Drylife disposable incontinence bed pads | (60x90 cm) | 1 |
| | Facecloth | (30x30 cm) | 1 |
| | Fake pills | (different colour and size candies) | 2 |
| | Hair brush | | 1 |
| | Hand soap disposal | (500 ml) | 1 |
| | Hand towel | (40x70 cm) | 1 |
| | Infusion bag | (500ml) - normal saline | 1 |
| | Infusion set | | 1 |
| | Massage Oil | | 1 |
| | Milk jug | | 1 |
| | Mouth care kit | (no smell) | 1 |
| | Mug (25 cl) | | 1 |
| | Nail scissors | (small) | 1 |
| | Needle for insulin pens | (box of 100) | 1 |
| | Normal saline vial 0.9 % | (10 ml) | 1 |
| | Oxygen mask | | 1 |
| | Oxygen measuring machine | | 1 |
| | Paper towel | | 1 |
| | Peak flow meter mouth piece | | 1 |
| | Pill box | (1-day with 4 cells) | 1 |
| | Pillow | (40x60 cm) | 1 |
| | Pillow case | (40x60 cm) | 1 |
| | Plastic kidney shape medical tray | | 1 |
| | Plastic tray (small) | | 1 |
| | Plastic washing bowl | | 1 |
| | Plate drainer (37x29x13 cm), plastic | | 1 |
| | Quilt | (150x200 cm) | 1 |
| | Quilt cover | (150x200 cm) | 1 |

| | | | |
|--|--|-----------------------------------|---|
| | Rollator | | 1 |
| | Rolls of Small bags for wound dressing discharge | (10 L) | 1 |
| | Rug | (80x150 cm) | 1 |
| | Sharp knife set | | 1 |
| | Sharps waste bin | | 1 |
| | Size small Sterile Gloves (pair) | | 1 |
| | Skin protection creme | (for Colostomy) | 1 |
| | Slippers | | 1 |
| | Socks | | 1 |
| | Sterile Gauze | (10x10 cm) dry | 1 |
| | Sterile Gauze | (5x5 cm) dry | 1 |
| | Syringe | (20 ml) | 1 |
| | Tegaderm adhesive foam (box of 3) | | 1 |
| | Toiletry bag | | 1 |
| | Tooth brush | | 1 |
| | Towel | (50x65 cm) | 1 |
| | Urine containers | | 1 |
| | Walking sticks | (single hand use) | 1 |
| | Waste disposal bin bags rolls | (60 L) | 2 |
| | Wound absorbent | (25 x 10 cm) | 1 |
| | Wound dressing prepack set | | 1 |
| | Wound-compatible absorbent dressing pads | | 1 |
| | Adjustable table with wheels | | 1 |
| | cabinet | home cabinet | 1 |
| | cabinet | ward cabinet | 1 |
| | Bedside cabinet lamp | (57 cm) | 1 |
| | Brush for cleaning | | 1 |
| | Cabinet special | | 1 |
| | Chair - Type 1 | | 1 |
| | Chair | (white) | 1 |
| | Couch | | 1 |
| | Dinner table | (glass top) | 1 |
| | Dressing table | (70x42 cm) | 1 |
| | Fire extinguisher | (Carbon dioxide) | 1 |
| | Floor hanger | | 1 |
| | High-back chair | | 1 |
| | Laundry bin | (100 L) | 1 |
| | Chair - Type 1 | | 1 |
| | Open pedestal | (2-4 shelves, 2 m high) | 1 |
| | Screen with wheels | | 1 |
| | Shelf | (60-100 cm wide, 100-150 cm high) | 1 |
| | Standing mirror | (large) | 1 |

| | | | |
|--|---------------------------------------|-----------|---|
| | Stool | (bedroom) | 1 |
| | Stool medical | (wheels) | 1 |
| | Table - Type1 | | 1 |
| | Table (home table) | | 1 |
| | Chair - Type 1 | | 1 |
| | Folder with clips | | 1 |
| | Glue Stick, Permanent | | 1 |
| | Highlighter Set | | 1 |
| | Markers for Flip chart Pack | | 1 |
| | Pencil Sharpener | | 1 |
| | Permanent markers Pack | | 1 |
| | Rubber Bands | Large | 1 |
| | Rubber Bands | Medium | 1 |
| | Skin protection creme (for Colostomy) | | 1 |
| | Slippers | | 1 |
| | Socks | | 1 |

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. AV Aids
2. Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)
3. (all software should either be latest version or one/two version below)
4. UPS
5. Computer Tables
6. Computer Chairs
7. White Board/Smart Board 1200mm x 900mm
8. Marker
9. Duster
10. Charts
11. Flip Chart

Annexure: Industry Validations Summary

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

| S. No | Organization Name | Representative Name | Designation | Contact Address | Contact Phone No | E-mail ID | LinkedIn Profile (if available) |
|-------|-------------------|---------------------|-------------|-----------------|------------------|-----------|---------------------------------|
| | | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

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

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:

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 | Total Marks |
|---|-------------|
| Work organization and management | 5 |
| Communication and interpersonal skills | 25 |
| Problem solving, innovation, and creativity | 15 |
| Assessing needs and planning client care | 10 |
| Managing and delivering client care | 35 |
| Evaluating client care | 10 |
| Total | 100 |

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

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

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 |