



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

QUALIFICATION FILE

Home Health Aide

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

Upskilling Dual/Flexi Qualification For ToT For ToA

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

NCrF/NSQF Level: 3

Submitted By:

Healthcare Sector Skill Council

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Section 1: Basic Details

1	Qualification Name	Home Health Aide																									
2	Sector/s	Healthcare																									
3	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2021/HLT/HSSC/04105, v2.0	Qualification Name of existing/previous version: Home Health Aide																								
4	a. OEM Name b. Qualification Name (Wherever applicable)																										
5	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-03-HE-00658-2023-V1.1-HSSC, V3.0	6. NCrF/NSQF Level: 3																								
7	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Skill Certificate																									
8	Brief Description of the Qualification	Individuals in this job provide assistance to patients with diverse needs in carrying out their daily living activities at different care settings like home, old age home, hospice, etc. Some of the key responsibilities of a Home Health Aide are to provide personal care, comfort and assistance to the patient while they are coping up with their health conditions. They also report the health status to the service providers or other health professionals.																									
9	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <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>10th Grade Pass</td> <td></td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade pass</td> <td>2 years relevant experience</td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>3</td> <td>8th grade pass and pursuing continuous schooling</td> <td></td> </tr> <tr> <td></td> <td>Or</td> <td></td> </tr> <tr> <td>3</td> <td>Previous relevant qualification of NSQF level 2.5</td> <td>1.5-year relevant experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	10 th Grade Pass			Or		2	8th Grade pass	2 years relevant experience		Or		3	8th grade pass and pursuing continuous schooling			Or		3	Previous relevant qualification of NSQF level 2.5	1.5-year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																									
1	10 th Grade Pass																										
	Or																										
2	8th Grade pass	2 years relevant experience																									
	Or																										
3	8th grade pass and pursuing continuous schooling																										
	Or																										
3	Previous relevant qualification of NSQF level 2.5	1.5-year relevant experience																									
		b. Age: 18 years																									
1	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	30	11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II																								
1	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not Applicable																									

1 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					
	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
	Classroom (offline)	300	330	270	NA	900
	Online					
<i>(Refer Blended Learning Annexure for details)</i>						
1 Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/2240.0400					
1 Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	<p>Progression will be possible in both academic as well as professional area as: The candidate may further enhance their skills sets mapping to competences of Geriatric Care Aide, and General Duty Assistant by additional or add on training.</p> <p>Vertical Progression to General Duty Assistant- Advanced Progression to Diploma/Degree qualifications in the relevant field after training. (NCAHP)</p>					
1 Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi					
1 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:					
1 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:					
1 How Participation of Women will be Encouraged	Healthcare is a field where equal opportunity and participation of women is being given as patients could belong to all genders.					
2 Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
2 Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
2 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					
2 Final Approval Date by NSQC:	24. Validity Duration: 3 years			25. Next Review Date : 29/01/2026		

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/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.	Assist patient in bathing, dressing up and grooming	HSS/N5133, Version 3.0	Core	3	4.5	25	65	45	0	135	85	120	40	35	280	25
2.	Support individuals to eat and drink	HSS/N5104 Version 3.0	Core	3	3	30	30	30	0	90	30	30	10	10	80	10
3.	Assist the patient in maintaining normal elimination	HSS/N5105, Version 3.0	Core	3	3	20	40	30	0	90	30	30	10	10	80	10
4.	Support patients with diverse needs in coping up with their health conditions	HSS/N5136, Version 3.0	Core	3	4	15	45	60	0	120	54	0	24	30	108	10
5.	Implement the interventions planned for patients with diverse needs	HSS/N5137, Version 3.0	Core	3	7.5	70	80	75	0	225	90	90	44	55	279	25
6.	Maintain a safe, healthy and secure working environment	HSS/N9617, Version 2.0	Non-Core	3	2	15	30	15	0	60	20	0	9	30	59	5
7.	Follow infection control policies &	HSS/N9618, Version 2.0	Non-Core	3	2	25	20	15	0	60	21	0	13	30	64	5

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks						
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)	
	procedures including biomedical waste disposal protocols																
8.	Employability Skills (60 Hours)	DGT/VSQ/N0102, Version 1.0	Non-Core	3	2	60	0	0	0	60	20	30	0	0	50	5	
9.	Bridge Modules		Non-Core		2	40	20	0	0	60	0	0	0	0	0		
Duration (in Hours) / Total Marks						30	300	330	270	0	900	350	300	150	200	1000	100

Elective NOS/s:

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

Optional NOS/s:

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

Assessment - Minimum Qualifying Percentage

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

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

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

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<i>Medical Graduate with 2 years' experience, with 1 year sector specific and 1 year teaching experience</i> Or <i>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 2 years' experience, with 1 year sector specific and 1 year teaching experience</i> Or <i>GNM (General Nursing Midwifery) with 3 years' experience, with 2 year sector specific and 1 year teaching experience</i>
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<i>Medical Graduate with 2 years' experience, with 1 year sector specific and 1 year teaching experience</i> Or <i>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 4 years' experience, with 3 year sector specific and 1 year teaching experience</i> Or <i>GNM (General Nursing Midwifery) with 5 years' experience, with 4-year sector specific and 1 year teaching experience</i>
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<i>Medical Graduate with 2 years' experience, with 1 year sector specific and 1 year teaching experience</i> Or <i>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 3 years' experience, with 1 year sector specific and 2-year teaching/assessment experience</i> Or <i>GNM (General Nursing Midwifery) with 4 years' experience, with 2-year sector specific and 2 year teaching/assessment experience</i>
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma/Graduate
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<i>Medical Graduate with 3 years' experience, with 1 year sector specific and 2 year teaching experience</i> Or <i>B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 5 years' experience, with 2 year sector specific and 3-year teaching/assessment experience</i> Or <i>GNM (General Nursing Midwifery) with 6 years' experience, with 2-year sector specific and 4-year teaching/assessment experience</i>
4.	Assessment Mode (Specify the assessment mode)	Blended (Theory: Online, Practical and Viva: Blended)
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided:
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

Annexure: Evidence of Level

NCrf/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrf/NSQF level descriptor	NCrf/NSQF Level
Professional Theoretical Knowledge/Process	<ul style="list-style-type: none"> The Home Health Aide provides patient care and help maintain a suitable environment for the patient at home. 	The Home Health Aide during the job works in familiar, predictable, routine, and situation of clear choice.	3

	<ul style="list-style-type: none"> • The Home Health Aide provide routine individualized healthcare to the elderly, convalescents, or persons with disabilities at the patient's home. • Monitor or report changes in health status. Provide personal care such as bathing, dressing, and grooming of patient. • They work in familiar, predictable, routine, situation of clear choice • Limit risks of infection by using appropriate infection control procedures at home 	<p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p>	
<p>Professional and Technical Skills/ Expertise/ Professional Knowledge</p>	<ul style="list-style-type: none"> • The Home Health Aide should • also be able to demonstrate basic patient care skills such as patient’s daily care, patient’s • comfort, patient’s safety and patient’s health needs at home care settings • The Home Health Aide work in collaboration with patient carers and other healthcare providers. • He should be result oriented. He should also be able to demonstrate basic patient • care skills, communication skills and ethical behaviour. • He needs to be calm and patient while dealing with elderly person. Should also be able to demonstrate clinical skills, • Communication skills and ethical behaviour. This indicates that a Home Health Aide must have factual knowledge of 	<p>The Home Health Aide should possess the practical and factual knowledge of his field.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p>	<p>3</p>

	<p>field or study in order to perform activities correctly.</p> <ul style="list-style-type: none"> • process, condition, and resources required by the body to support healthy functioning such as body regulation including maintenance of body temperature, support in elimination of body wastes, protection from infection • encourage and support active and passive physical activities • basic structure and function of the body systems 		
<p>Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill</p>	<ul style="list-style-type: none"> • Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts • Home Health Aide is expected to provide patient care during bathing, grooming, dressing-up • Support individuals to eat and drink and encourage to drink and eat on their own as well • assist during elimination • Home Health Aide is responsible for providing routine individualised healthcare to the elderly, convalescents, or persons with disabilities at the patient's home. • demonstrate his practical skill, as per the scope of the job role, using appropriate tool, quality concepts, responsible for carrying out range of activities, requiring either laid down approach or may adopt alternative approaches as per the best evidenced practices. 	<p>The Home Health Aide should have practical skills which are routine and repetitive and should use quality concepts..</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p>	<p>3</p>

	<ul style="list-style-type: none"> 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. 		
Broad Learning Outcomes/Core Skill	<p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> provide the patient clear instructions regarding the procedure and confirm patient's understanding of it and its related requirements Essential attributes of Home Health Aide is to record the completion of the procedure with relevant details by marking the template. Read the doctor/nurse instructions to follow at home and cross check in case of any clarifications Understanding. Discuss procedures with the patient and make him/ her feel comfortable. Answer questions that patient may have. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social, political and natural environment. 	<p>The Home Health Aide should have good communication skills both written and oral. He/ She should be able to solve basic arithmetic and algebraic principles and should have better understanding of social political and natural environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p>	3
Responsibility	<p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> The Home Health Aide is responsible for providing routine individualised healthcare to the elderly, convalescents, or persons with disabilities at the patient's home. Prevention of patient fall. Rehabilitation of the patient in terms of motivating them, enabling patient to cope with changes to their health & well being 	<p>The Home Health Aide should know to take responsibility of own work and learning.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.</p>	3

	<ul style="list-style-type: none"> • Monitor or report changes in health status. Provide personal care such as bathing, dressing, and grooming of patient. • This is critical as it indicates that the person is responsible for his own work and learning. • This is further reconfirmed by the fact that the Home Health Aide is expected to learn and improve his/her practice while on the job and is referred as “skilled workers. 		
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Steam Inhaler	Nos	1
2	Diaper Infant	Bundle	1
3	Diaper Adult	Bundle	1
4	Hot water Bottle	Nos	2
5	Measuring Glass	Nos	2
6	CPR Manikin	Nos	1
7	Spirometer	Eqpt Nos	2
8	Wall Clock with seconds hand	Eqpt Nos	1
9	Sputum Mug	Eqpt Nos	2
10	Crepe Bandage	Bundle	2
11	Home Bed	Eqpt Nos	2
12	Gas Stove with cylinder/Induction	Nos	1
13	Home Clothes Female	Nos	1
14	Home Clothes Male	Nos	1
15	Air Mattress	Nos	1
16	Crutch	Nos	2
17	Wheel Chair	Nos	2
18	Splint (Medium)	Nos	2
19	Iv Stand	Nos	2
20	Measuring Tape	Nos	3
21	Walker	Nos	2
22	Goggles (PPE)	Nos	3
23	Table (3 Ft By 6 Ft) for display / Racks	Nos	1
24	Foot Rest	Nos	3
25	Steel Basin (Medium)	Nos	3
26	Urinal (Male)	Nos	2
27	Oxygen Cylinder	Nos	1

28	Pillow	Nos	4
29	Bath Tub	Nos	2
30	Oxygen Cylinder Trolley	Nos	1
31	Back Rest	Nos	3
32	Steel Bowl	Nos	4
33	Cupboard	Nos	1
34	Blanket	Nos	4
35	Scissor	Nos	2
36	Bed Sheet	Nos	4
37	Cane	Nos	3
38	Hair Oil/ Coconut oil	ml	2
39	Gauze Piece	Nos	10
40	Spatula	Nos	5
41	Call Bell	Nos	2
42	Ryle'S Tube of Varied Size	Types	2
43	Gloves (Surgical) - Packet	Nos	3
44	Suction Catheter of varied size	Types	2
45	Liquid Soap Bottle	ml	4
46	Betadine Solution Bottle	ml	4
47	Bath Soap	Nos	4
48	Bandage	Nos	10
49	Bulb Syringe	Nos	2
50	Dressing Scissor	Nos	3
51	Rubber Sheet/Mackintosh	Nos	2
52	Shoe Cover - Packet	Nos	3
53	Normal Saline Bottle	ml	2
54	Mattress	Nos	2
55	Toothpaste	Nos	2
56	Shampoo Bottle	ml	2
57	Hydrogen Peroxide Bottle	ml	2
58	Ice Caps	Nos	2
59	Nail Cutter & Filer	Nos	5
60	Suction Apparatus	Nos	1
61	Sand Bag	Nos	2
62	Weighing Machine	Nos	2
63	Oxygen Key	Nos	1
64	Steel Glass	Nos	4
65	Pillow Cover	Nos	4
66	Splint (Small)	Nos	2
67	Cervical Collar (Medium)	Nos	3
68	Steel Jug	Nos	2
69	Hospital Fowler Bed	Nos	1
70	Bed Pan	Nos	3
71	Stop Watch	Nos	3
72	Ambu Mask (Adult)	Nos	3
73	Steel Plate	Nos	4
74	Stretcher	Nos	2
75	Splint (Large)	Nos	2

76	Spoon	Nos	4
77	Wet Wipes - Packet	Nos	2
78	B.P. Monitoring Machine	Nos	3
79	Comb	Nos	4
80	Tooth Brush	Nos	4
81	Gloves (Disposable) - Packet	Nos	4
82	Uro Bag	Nos	5
83	Thermometer	Nos	3
84	Needle Burner	Nos	1
85	Syringe 50 Cc/MI	Nos	4
86	Gown (PPE)	Nos	3
87	Mask - Packet	Nos	3
88	Hair Cap - Packet	Nos	1
89	Cotton Rolls	Nos	2
90	Different Colour Plastic Bags With Dustbins (Red)	Nos	1
91	Registers (Attendance)	Nos	2
92	Folley Catheter of varied size	Types	2
93	Oxygen Mask Adult	Nos	3
94	Nursing Manikin	Nos	1
95	Sample Collection Bottle	Nos	10
96	Cotton Absorbent	Nos	2
97	Draw Sheet	Nos	4
98	Sponge Cloth	Nos	2
99	Tourniquet	Nos	3
100	Micropore of different size	Nos	5
101	Vaccutanour(Red/Black/Voilet)	Nos	1
102	Cleaning Solution (Colin)	ml	2
103	Different Colour Plastic Bags With Dustbins (Blue)	Nos	1
104	Stethoscope	Nos	4
105	Big Towel	Nos	4
106	Different Colour Plastic Bags With Dustbins (Black)	Nos	1
107	Registers (Records)	Nos	2
108	Drum	Nos	1
109	Kidney Tray - Small/Medium/Large	Types	2
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Classroom Aids

The aids required to conduct sessions in the classroom are:

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

Annexure: Industry Validations Summary

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

S. No.	Organization	Name of Representative	Designation	City/State
1	AIMS Kochi	Bir. Sai Bala M	Nursing Director	Kerala
2	AIIMS Raipur	Mrs. Chitrelekha Sippy	Nursing Tutor	Raipur
3	Downtown Hospital	Mary Anthony	Nursing Superintendent	Guwahati
4	Growider Medical System	Mohammad Firoz Khan	Director	New Delhi
5	Care24	Joldin Francis	Care Manager	New Delhi
6	Aster CMI Hospital	Dr Rohini Paul	Head Nursing Education and Development	Bangalore
7	Vidyanta Skills Pvt Ltd	Jaideep Herbert	COO	Gurgaon
8	Ramiah Hospital	Anitha Kumari D	Assistant Nursing Superintendent	-
9	Ramiah Hospital	Lysamma Mathew	Incharge Nursing Superintendent	
10	Max Healthcare Institute	Dr Vanita Mittal	General Manager	Delhi
11	Jeevaniyam Ayurveda	Dr Reshmi Pramod	Managing Director	Kerala
12	Maharaja Agrasen	Dr Deepak Singla	MD	Delhi
13	Portea Medoical	Dr Sanjay Bajpai	Clinical Head	Delhi
14	Grandage Services Private Limited.	Arvind Narayanan	Business Head – Acquisition, Training & Certification	Delhi
15	NU Hospital	Dr Dilip	Medical Director	south
16	Meenakshi Mission Hospital	R sugnulanosali	Nursing Superintendent	south
17	HCI	Jain Paul	Course coordinator	Bangalore, Karnataka
18	MP Birla Hospital	Dr Sarika Kalra	Principal	Indore
19	AMRI Hospital	Dr Pinaki Dutta	Academic Registrar	Kolkata
20	Sugana Hospital	Dr Rekha G	Medical Suprintendent	North West
21	BRS Health & Research	Vivekananda Patil	Regional Head nurse	New Delhi
22	Christain Mission Hospital	Avinash Sundas	Principal	chattisgarh
23	IL&FS skills	Dr Zoya Nagpal	Healthcare Lead	New Delhi

24	Vivekananda Memorial Hospital	Anantha Kumar		Karnataka
25	Sarvodaya Institute of Allied Health Sciences	Janet Chaudhary	Principal	Haryana

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities

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	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
HSS/N5133: Assist patient in bathing, dressing up and grooming	Maintain patient’s privacy	10	30	10	5
	Assist in bathing patient	25	30	10	10
	Assist patient in dressing up	23	30	10	10
	Assist in grooming the patient	27	30	10	10
	Total	85	120	40	35
HSS/N5104 Support individuals to eat and drink	Provide adequate support to patient during eating	30	30	10	10
	Total	30	30	10	10
HSS/N5105 Assist patient in maintaining normal elimination	Support the patient during elimination	30	30	10	10
	Total	30	30	10	10

HSS/N5136: Support patients with diverse needs in coping up with their health conditions	Communicate with patient and their acquaintances effectively	28		12	15
	Help patients to cope up with their health conditions	26		12	15
	Total	54	0	24	30
HSS/N5137: Implement the interventions planned for patients with diverse needs"	Support in mobility of the patient	21	30	12	15
	Support service provider in development of care plan	19	20	12	15
	Implement the interventions as per individualized care plans	25	20	10	10
	Monitor the outcomes of interventions undertaken	25	20	10	15
	Total	90	90	44	55
HSS/N9617 Maintain a safe, healthy and secure working environment	Comply the health, safety and security requirements and procedures for workplace	7	0	2	10
	Handle any hazardous situation with safely, competently and within the limits of authority	8	0	5	10
	Report any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment	5	0	2	10
	Total	20	0	9	30
HSS/N9618 Follow biomedical waste disposal and infection control policies and procedures	Classification of the waste generated, segregation of biomedical waste, proper collection and storage of waste	5	0	3	10
	Complying with effective infection control protocols that ensures the safety of the patient(or end-user of health-related products/services)	8	0	5	10
	Maintaining personal protection and preventing the	8	0	5	10

	transmission of infection from person to person				
	Total	21	0	13	30
DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours)	Introduction to Employability Skills	1	1		
	Constitutional values – Citizenship	1	1		
	Becoming a Professional in the 21st Century	2	4		
	Basic English Skills	2	3		
	Career Development & Goal Setting	1	2		
	Communication Skills	2	2		
	Diversity & Inclusion	1	2		
	Financial and Legal Literacy	2	3		
	Essential Digital Skills	3	4		
	Entrepreneurship	2	3		
	Customer Service	1	2		
	Getting ready for apprenticeship & Jobs	2	3		
	NOS Total	20	30	0	0
	Grand Total	350	300	150	200

Annexure: Assessment Strategy

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

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

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

2. Testing Environment:

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

3. Assessment Quality Assurance levels/Framework:

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

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module will be assessed separately.
2. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos/Photographs of Trainees during OJT
 - OJT Log Book/Portfolio
3. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf