

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ALLIED HEALTHCARE

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualifications Pack- Speech Audio Therapy Assistant

SECTOR: HEALTHCARE

SUB-SECTOR: Allied Healthcare & Paramedics

OCCUPATION: Speech Audio Therapy Assistant

REFERENCE ID: HSS/Q7601

ALIGNED TO: NCO-2004/NIL

Speech & Audio Therapy Assistant in the Healthcare Industry is also known as a Speech Pathologist, Speech and Language Specialist, Speech-Language Therapist, Teacher of the Speech and Hearing Handicapped, Bilingual Speech-Language Pathologist, Speech and Language Clinician, Speech Therapist and Communication Specialist

Brief Job Description: Speech & Audio Therapy Assistant work in numerous settings, including schools, hospitals, clinics and long-term health care facilities. They perform under supervision of speech & audio pathologists for providing assistance in screening, identifying, assessing, diagnosing, referring, and counselling to persons with articulation, fluency, voice, language, communication, hearing, swallowing, and related disabilities under the guidance and supervision of therapist.

Personal Attributes: Speech & Audio Therapy Assistant should be able to effectively communicate in a manner easily understood by their clients. Good listening skills are necessary. Should be able to work in team. They should be mature, patient, resourceful, and skillful in managing & understanding patient for frequently collaborating with patients, parents, therapist and other health professionals.

Job Details	Qualifications Pack Code	HSS/Q7601		
	Job Role	Speech Audio Therapy Assistant		
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Health	Drafted on	12/05/2013
	Sub-sector	Allied Health & Paramedics	Last reviewed on	22/05/2013
	Occupation	Speech Audio Therapy Assistant	Next review date	22/12/2016
	NSQC Clearance on	18/06/2015		

Job Role		Speech Audio Therapy Assistant
Role Description	Speech & Audio Therapy Assistant work in numerous settings, including schools, hospitals, clinics and long-term health care facilities. They perform under supervision of speech & audio pathologists, such as assisting in screening, identifying, assessing, diagnosing, referring, and counselling to persons with articulation, fluency, voice, language, communication, hearing, swallowing, and related disabilities under the guidance and supervision of therapist.	
NSQF level	4	
Minimum Educational Qualifications*	Class XII	
Maximum Educational Qualifications*	Not Applicable	
Training (Suggested but not mandatory)	Relevant professional qualification	
Minimum Job Entry Age	18 years	
Experience	Not Applicable	
Applicable National Occupational Standards (NOS)	<p>Compulsory:</p> <ol style="list-style-type: none"> HSS/N7601: Carry out speech-language and hearing screening, diagnosis and assessments under supervision HSS/N7602: Coordinate the administrative duties HSS/N7603: Support individuals during therapy sessions HSS/N9603: Act within the limits of one's competence and Authority HSS/N9607: Practice Code of conduct while performing duties <p>Optional N.A</p>	
Performance Criteria	As described in the relevant OS units	

Definitions

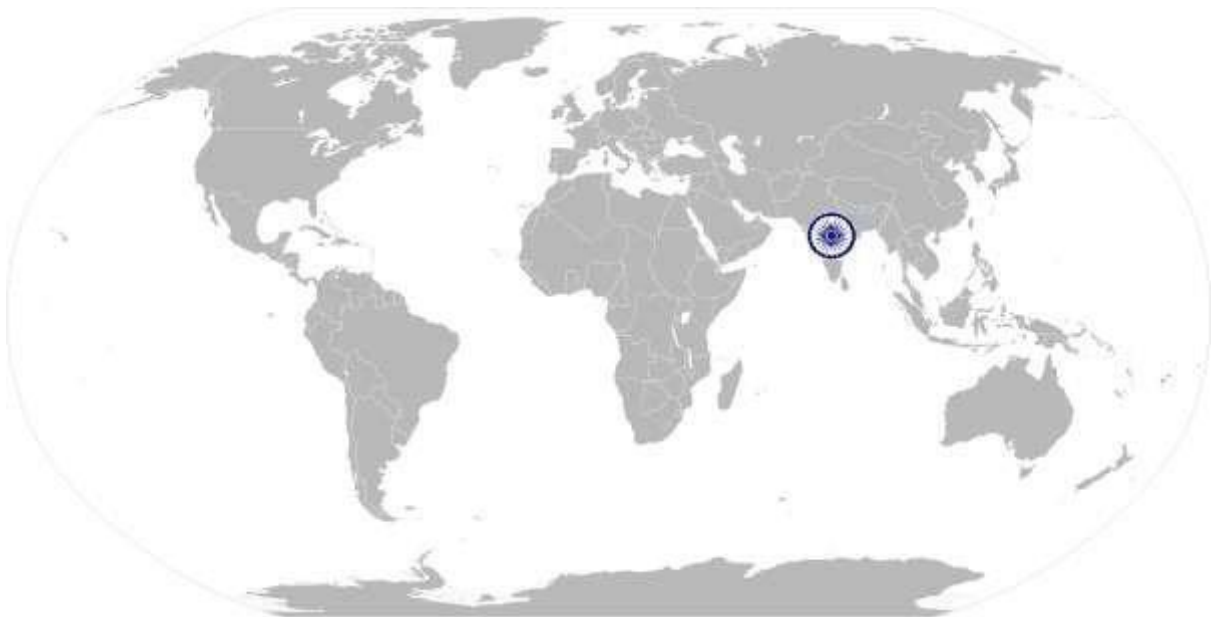
Keywords /Terms	Description
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are essential to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Knowledge and Understanding	Knowledge and Understanding are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
National Occupational Standards (NOS)	NOS are Occupational Standards that apply uniquely in the Indian context.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organisational Context	Organisational Context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.

Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
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Sub-functions	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an OS unit, which can be denoted with 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
Keywords /Terms	Description
ICF	International Classification of Functioning, Disability and Health
MHRD	Ministry of human resource development
NOS	National Occupational Standard(s)
OPD	Out-patient department
OS	Occupational Standards
QP	Qualification Pack
WHO	World health organisation

HSS/N7601 Carry out speech-language and hearing screening, diagnosis and assessments under supervision

National Occupational Standard



Overview


This Occupational Standard describes the knowledge, understanding and skills required of a Speech Audio Therapy Assistant to carry out speech-language and hearing screening, diagnosis and assessments under supervision of therapist

HSS/N7601 Carry out speech-language and hearing screening, diagnosis and assessments under supervision

National Occupational Standard

Unit Code	HSS/N7601
Unit Title (Task)	Carry out speech-language and hearing screening, diagnosis and assessments under supervision of senior
Description	<p>This OS unit Speech Audio Therapy Assistant for conducting screening, clinical diagnostic and clinical intervention services for person with communication disorders (speech, language and hearing impairments) under the supervision of senior. The therapist may gather necessary information from the significant people in the patient’s life. He/she should be able to develop a comprehensive assessment plan within mandated timelines. He/she assesses and documents the areas of speech & language, hearing and swallowing, , identifies the reason for the assessment under the supervision of senior. The result from the screening is used to identify and address specific areas of speech & language, hearing and swallowing. The patient’s dominant language and level of language proficiency are specified in the assessment plan.</p>
Scope	<p>The scope of this task is to assist senior in conducting the following:</p> <ul style="list-style-type: none"> • Screening, diagnosing and assessing language, voice, speech fluency, articulation, hearing and listening, swallowing, language and literacy skills and alternate and augmentative communication skills <p>Comprehensive assessment includes the components of the International Classification of Functioning, Disability and Health (ICF) (WHO, 2001):</p> <ul style="list-style-type: none"> ○ Identifying the underlying body functions and structures that impair the patient’s communication and swallowing abilities ○ Identifying the extent to which the communication and swallowing condition impacts on the patient’s ability to perform everyday life activities ○ Identifying how to facilitate the patient’s participation in educational, employment and social interactions on a daily basis <p>Assessing measures that:</p> <ul style="list-style-type: none"> ○ Minimize cultural and linguistic bias ○ Are appropriate for the patient’s age ○ Match the stated purpose of the assessment tool to the reported needs of the patient ○ Describe the patient’s specific communication abilities and difficulties ○ Elicit optimal evidence of the patients communication competence ○ Describe real communication tasks <p>Selecting appropriate assessment methods and conduct a balanced assessment which may include:</p> <ul style="list-style-type: none"> ○ Gathering information from parent(s), family, student, teachers, other service providers ○ Compiling a client history from interviews and thorough record review ○ Collecting client-centered, contextualized, performance-based, descriptive, and functional information ○ Selecting and administering reliable, valid and standardized assessment sensitivity

HSS/N7601 Carry out speech-language and hearing screening, diagnosis and assessments under supervision

Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must:</p> <p>PC1. Possess knowledge of the signs, symptoms and characteristics of the conditions with communication disorders</p> <p>PC2. Have knowledge of the available tests, tools, procedures and methods, current developments in the diagnosis and assessment of patients with communication disorders</p> <p>PC3. Be able to choose the appropriate tests/tools for the screening, diagnosis and assessment</p> <p>PC4. Have had hands-on experience in the administration of the above</p> <p>PC5. Have knowledge of factors that could interfere with the adequacy of the test/ procedure implementation</p> <p>PC6. Have the flexibility to conduct need-based screening/diagnostic and assessment procedures</p> 
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The scope and objectives of the organisation in order to perform the duties to meet the vision and mission of the organisation</p> <p>KA2. Breadth and depth of the functioning of the organisation in order to choose the appropriate approaches and methods for his/her role defined in the organisation</p> <p>KA3. Documentation methods for interdisciplinary communication (wherever applicable) for the specific organisation</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The scope of screening, diagnostic and assessment protocols/ tests/ procedures in order to provide professional reports and also to be conversant with other professionals</p> <p>KB2. The necessity to develop/adapt need-based test/tools/procedures and be able to design and develop for the specific population</p> <p>KB3. The advancements and availability for the same</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Generate professional records for communication with the clients as well as with cross-disciplinary professionals</p> <p>SA2. Report with objectivity keeping ethical guidelines into consideration</p> <p>SA3. Report findings for public (lay people) for awareness programs, technical people (scientific group) in seminars and conference</p> <p>SA4. Write at least in one local/ official language used in the local community</p> <p>SA5. Maintain records and be accountable as required after the interaction</p>


HSS/N7601 Carry out speech-language and hearing screening, diagnosis and assessments under supervision

	Reading Skills
	The user/individual on the job needs to know and understand how to: SA6. Read and interpret/relate the findings of reports from other disciplines in order to adequately carry out his/her job SA7. Read and interpret self-reported documents by person who are non-verbal/or from family members in order to collate appropriate information for clinical diagnostic work
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA8. Listen actively, take time to understand the points being made and Ask appropriate questions without interrupting at inappropriate times SA9. Speak at least one local language/or find a suitable interpreter and substantiate the translated information with documents provided by the patient SA10. Communicate effectively with all individuals by suitably adapting the communication skills (vocabulary, content, phrasing and complexity of theme) depending on the type of population that is being addressed SA11. Verify if the intended message to the targeted listener is sent in the right perspective
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. Suggest methods for appropriate educational/ occupational/ community support for long-term benefits to be derived by the client with communication disorders SB2. Convey the outcome of diagnostic/assessment findings in order to sustain the motivation of the client/family
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB3. Schedule diagnostic/assessment sessions without leading to procedural caveats SB4. Conduct periodic assessment to monitor the patient's condition SB5. Carry out intermittent/need-based procedures as per the patient's condition
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB6. Be sensitive to patient's need and feelings SB7. Be sensitive to preferred mode of communication , physical well- being , hearing status, developmental abilities or cognitive abilities, social and mental health status SB8. Be sensitive to protect the privacy and rights of patients with communication disorders SB9. Plan, organise, schedule and adapt procedures in conformation with the convenience of the patient particularly, for young children and senior citizens and person with severe disorders
	Problem Solving
The user/individual on the job needs to know and understand how to: SB10. Find solution to problems/challenges posed by the condition w.r.t. diagnosis/ assessment SB11. Find solution to problems/challenges posed by the organisational set-up w.r.t	

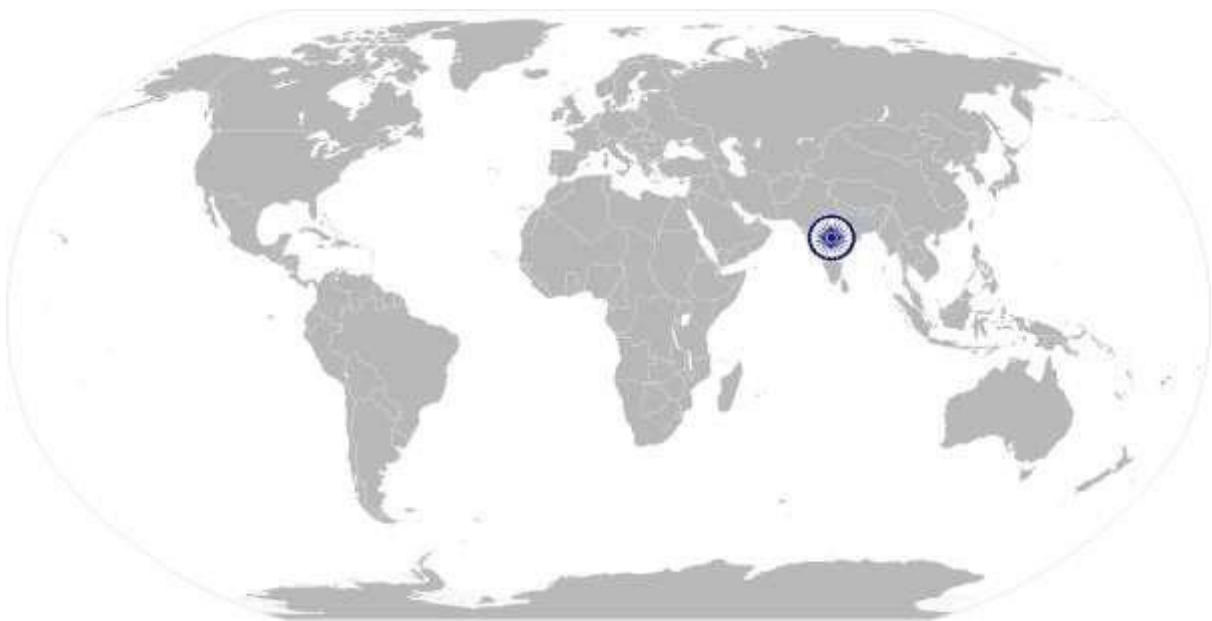
HSS/N7601 Carry out speech-language and hearing screening, diagnosis and assessments under supervision

	diagnosis and assessment SB12. Find solution to problems/challenges posed by the manpower/time constraints
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB13. Analyse and interpret the diagnostic/assessment reports in consensus with the other prerequisites for the process compiled during clinical interactions SB14. Analyse the organisational prerequisites in order to plan and schedule the clinical diagnostic activity SB15. Analyse the patient’s requirements before selection of diagnostic/assessment procedures and not follow a thumb-rule irrespective of the patient’s needs
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB16. Collate the diagnostic/assessment reports and critically evaluate the report from the patient’s perspective to generate future plans for intervention SB17. Collate diagnostic/assessment reports to generate evidence-based records for empirical work SB18. Propose new ideas/strategies by critically evaluating the routine scheduled activities for growth and development of the organisation

NOS Version Control

NOS Code	 HSS/N7601		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Speech Audio Therapy Assistant	Next review date	24/12/16

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Speech Audio Therapy Assistant for coordinating and supervising the administrative duties. Remove word Supervising

HSS/N7602

Coordinate the administrative duties

National Occupational Standard

Unit Code	HSS/N7602
Unit Title	Coordinate the administrative duties
(Task) Description	This OS unit is about a Speech Audio Therapy Assistant coordinating duties performed by sub-staff, maintenance of equipment, public education and community research, and supporting administrative procedures concerned with person with communication disorders
Scope	<p>The scope of this task is to assist senior in conducting the following:</p> <ul style="list-style-type: none"> Routine calibration and maintenance of equipment in the set-up/centre Assisting the consultant speech and hearing professionals in community research projects to evolve methods and procedures for community services Streamline administrative procedures w.r.t the issue of disability certificates, and other welfare measures for person with communication disorders <p>Comprehensive coordination of administrative duties includes adequate knowledge of the procedures, documents, personnel and permission necessary for the purpose</p>
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must:</p> <p>PC1. Possess knowledge of administrative procedures as prescribed for the setup/center with which the employee/officer is employed</p> <p>PC2. Have knowledge of various target groups who would be able to assist in the services of speech and hearing professionals in order to plan and organise long-term and short-term programs</p> <p>PC3. Be able to guide/maintain documents and records of the programs</p> <p>PC4. Be able to choose the appropriate methods and procedures, devise mechanism to document functioning of each of the equipment with log books, usage details, spare parts and accessories, etc.,</p> <p>PC5. Have knowledge of community research and its implications in order to assist speech and hearing consultants in the process</p> <p>PC6. Have the ability to document the report periodically (monthly, quarterly, halfyearly or annually) as per the standards prescribed for the institution/ center/ set-up</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The scope and objectives of the organisation/set-up/centre in order to perform the duties to meet the vision and mission of the organisation</p> <p>KA2. Breadth and depth of the functioning of the organisation in order to choose the appropriate approaches and methods for his/her role defined in the organisation</p> <p>KA3. Documentation methods and communication styles to facilitate communication among the service providers and service receivers (community heads/person with communication disorders)</p>

HSS/N7602

Coordinate the administrative duties

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The scope and limitations of the administrative procedures</p> <p>KB2. Tests and procedures in order to provide community service</p> <p>KB3. How to be flexible to generate comprehensive reports for clear understanding by the community head/person with communication disorders to facilitate follow-up processes connected with the activity</p> <p>KB4. how to identify trouble shooting signs and symptoms of routine equipment and management of simple trouble shoots</p> <p>KB5. The skills required to develop /adapt need-based test/tools/procedures and design for community service and to support community research with specific population</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Generate professional records for communication with authorities, clients, community, as well as with cross-disciplinary professionals</p> <p>SA2. Report with objectivity all the related activities keeping ethical guidelines into consideration</p> <p>SA3. Report findings for public for awareness programs, technical people (scientific group) in Seminars and conference</p> <p>SA4. Write at least in one local/ official language used in the local community</p> <p>SA5. Maintain records and be accountable as required after the interaction</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA6. Read and interpret/relate the administrative/community reports</p> <p>SA7. Read the self-reported documents by person who are non-verbal/or from family members</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Listen actively, take time to understand the points being made and Ask questions as appropriate, without interrupting at inappropriate times</p> <p>SA9. Speak at least one local language/or find a suitable interpreter and substantiate the translated information with documents provided by the client</p> <p>SA10. Communicate effectively with all individuals by suitably adapting the communication skills (vocabulary, content, phrasing and complexity of theme) depending on the type of population that is being addressed</p> <p>SA11. Verify if the intended message to the targeted listener is sent in the right perspective</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Extract relevant information for documentation and communicate the information to the authority on the performance of sub staff</p> <p>SB2. Test for trouble shoots and when to initiate correct/calibrate measures for trouble shoots</p> <p>SB3. Identify the relevant aspects of community service in order to design such programs for a given community</p> <p>SB4. Consolidate the relevance of community research for designing and proposing for funds with justification to the administrative Head</p>

HSS/N7602

Coordinate the administrative duties

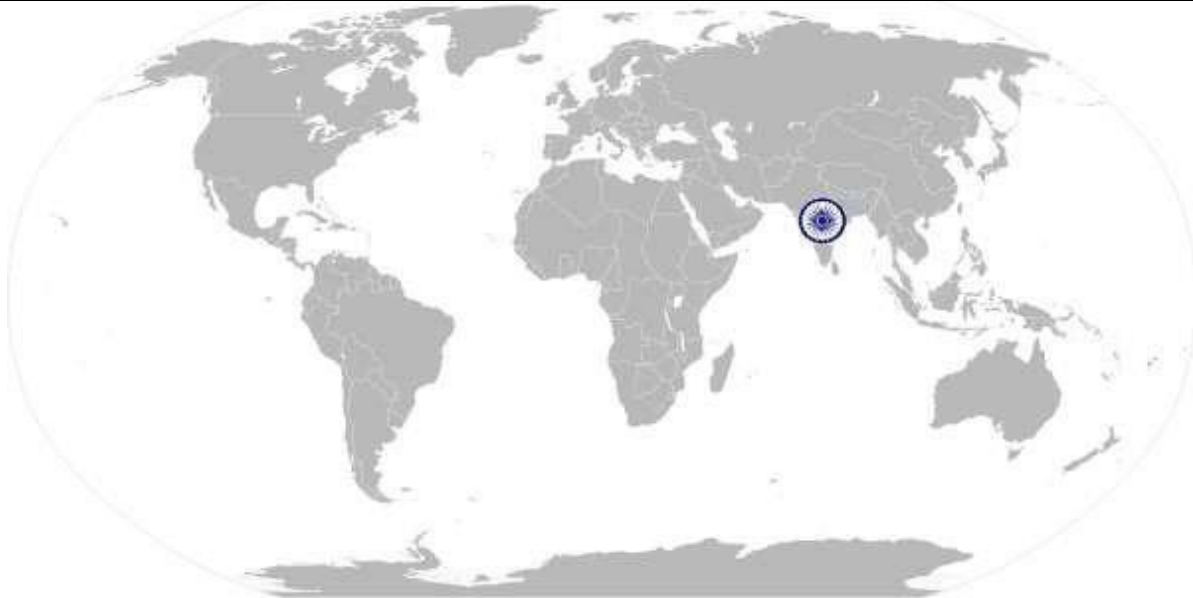
	<p>SB5. Identify those person who can benefit from welfare measures and decide the nature of support</p>
	<p>Plan and Organize</p>
	<p>The user/individual on the job needs to know and understand how to: SB6. Perform need-based procedures as demanded or indicated by the situation</p>
	<p>Customer Centricity</p>
	<p>The user/individual on the job needs to know and understand how to: SB7. Be sensitive to needs and feelings of person with communication disorders SB8. Be sensitive to preferred mode of communication , physical well- being , hearing status, developmental abilities or cognitive abilities, social and mental health status SB9. Be sensitive to protect the privacy and rights of person with communication disorders SB10. Plan, organise, schedule and adapt procedures in conformation with the convenience of the patient, particularly, for young children and senior citizens and persons with severe disorders SB11. Prescribe/advocate welfare measures to patients keeping into consideration the Non Discrimination Act of PWD</p>
	<p>Problem Solving</p>
	<p>The user/individual on the job needs to know and understand how to: SB12. Find solution to problems/challenges posed by the trainees, equipment, community and authorities SB13. Find solutions to problems/challenges posed by the organisational set-up for logistics of administrative procedures SB14. Find solutions to problems/challenges posed by the manpower/time constraints SB15. Find solutions to problems/challenges posed by the Laws and Regulations concerned with Welfare measures and Authorities</p>
	<p>Analytical Thinking</p>
	<p>The user/individual on the job needs to know and understand how to: SB16. Analyse and interpret the student/trainee records, community reports and other administrative circulars/notes as per the organisational structure and function SB17. Analyse the organisational prerequisites in order to plan and schedule training, community and maintenance activity SB18. Analyse the community needs before designing and implementing training, service and research and not follow a thumb-rule irrespective of the type of community</p>
	<p>Critical Thinking</p>
	<p>The user/individual on the job needs to know and understand how to: SB19. Collate the relevant administrative/community documents/ records and critically evaluate from the perspective of the organisation and the community in order to generate future plans. SB20. Collate information to generate evidence-based records for empirical work SB21. Propose new ideas/strategies by critically evaluating the routine scheduled activities for growth and development of the organisation</p>

HSS/N7602

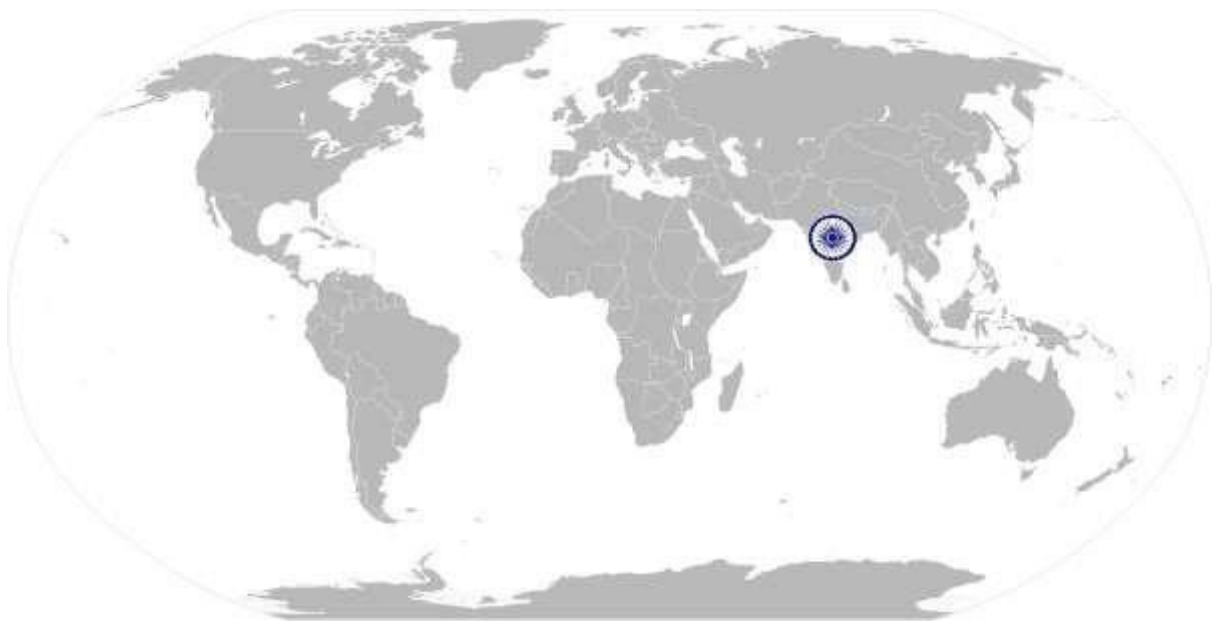
Coordinate the administrative duties

NOS Version Control

NOS Code	HSS/N7602		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Speech Audio Therapy Assistant	Next review date	19/12/16



National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Speech Audio Therapy Assistant about supporting individuals (Client) during the therapy session.

HSS/N7603

Support individuals during therapy sessions

National Occupational Standard

Unit Code	HSS/N7603
Unit Title	Support individuals during therapy sessions
(Task) Description	This OS unit is about a Speech Audio Therapy Assistant working under the direction of a qualified therapist to support him/her to run therapy sessions and may involve supporting the pupil to practice therapy exercises between sessions run by the therapist.
Scope	<p>The scope of this task is to assist senior in conducting the following:</p> <ul style="list-style-type: none"> Preparing and maintaining environments, equipment and materials prior to, during and after therapy sessions Supporting individuals prior to and within therapy sessions Observing and providing feedback on therapy sessions
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify, with the support of others, the preparation needed for therapy, and how the environment will be restored, following therapy sessions</p> <p>PC2. Identify role and responsibilities in the preparation and address any risk and safety</p> <p>PC3. Report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices</p> <p>PC4. Work with individuals to identify their preferences, concerns and issues about participating in therapy sessions</p> <p>PC5. Reassure individuals about the nature and content of the therapy sessions</p> <p>PC6. Support specialist practitioners and therapists to run therapy sessions</p> <p>PC7. Provide active support to individuals during therapy sessions, and take account of their needs, preferences and abilities</p> <p>PC8. Review, agree and implement any adjustments that are needed to maximise the individual's participation and the effectiveness of the therapy sessions</p> <p>PC9. Follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions</p> <p>PC10. Identify any issues or problems in relation to the therapy sessions</p> <p>PC11. Record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Codes of practice and conduct; standards and relevant guidance, responsibilities, accountability and duties of others as per the organisation protocols when supporting individuals to take part in therapy sessions</p> <p>KA2. Current local, legislation, and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> Accessing records Recording, reporting, confidentiality and sharing information, including data protection Health, safety, assessing and managing risks associated with supporting individuals prior to, during and after therapy sessions

HSS/N7603

Support individuals during therapy sessions

	<ul style="list-style-type: none"> Supporting individuals prior to, during and after therapy sessions
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Key changes that may occur to individuals with colleagues and actions to take in these circumstances</p> <p>KB2. The impact of stress and fear on behaviour and the individual's ability to take part in and use therapy sessions effectively</p> <p>KB3. The conditions and impairments that the therapy is addressing</p> <p>KB4. The benefits and problems that might occur prior to, during and after therapy sessions</p> <p>KB5. The outcomes that therapy sessions aim to achieve for individuals</p> <p>KB6. The best ways of supporting the individuals through therapy sessions</p> <p>KB7. How to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy</p> <p>KB8. How to observe and record observations to support therapy sessions</p> <p>KB9. The key signs of problems and difficulties that need to be reported to the therapist</p> <p>KB10. How to involve the individual in collecting information about their experience of the therapy and its outcomes</p> <p>KB11. How to deal with conflicts arising prior to, during and after therapy sessions</p> <p>KB12. The risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document reports, task lists, and schedules</p> <p>SA2. Prepare status and progress reports related to patient care</p> <p>SA3. Update the physician and the other co-workers</p>
	Reading Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. Read about procedures, regulations and guidelines related to the organisation and the profession</p> <p>SA5. Keep updated with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA6. Interact with patients</p> <p>SA7. Give clear instructions to patients, patients relatives and other healthcare providers</p> <p>SA8. Avoid using jargon, slang or acronyms, while communicating with a patient</p>
B. Professional Skills	Decision Making
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. Take decisions based on applicable regulations and codes of conduct when possible conflicts arise</p> <p>SB2. Act decisively by balancing protocols and work at hand</p>
	Plan and Organize

HSS/N7603

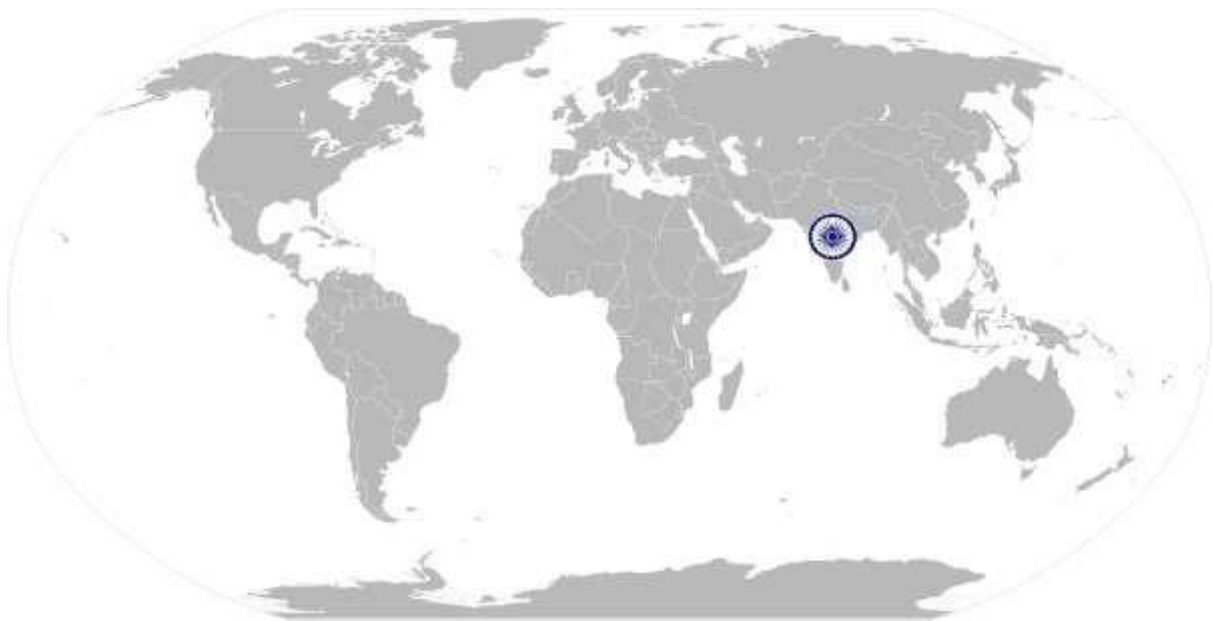
Support individuals during therapy sessions

	Not Applicable
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. Be sensitive to needs and feelings of person with communication disorders
	Problem Solving
	Not Applicable
	Analytical Thinking
	Not Applicable
	Critical Thinking
Not Applicable	

NOS Version Control

NOS Code	HSS/N7603		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Speech Audio Therapy Assistant	Next review date	19/12/16

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to recognise the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines.

HSS/N9603

Act within the limits of one’s competence and authority

National Occupational Standard

Unit Code	HSS/N9603
Unit Title	Act within the limits of one’s competence and authority
(Task) Description	<p>This OS unit is about recognizing the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines</p> <p>This is applicable to all Allied Health Professionals working in an organised, regulated environment</p>
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Acting within the limit of one’s competence and authority; <ul style="list-style-type: none"> ○ Knowing one’s job role ○ Knowing one’s job responsibility ○ Recognizing the job role and responsibilities of co workers <p>Reference: ‘This National Occupational Standard is from the UK Skills for Health suite [SFHGEN63, Act within the limits of your competence and authority] It has been tailored to apply to healthcare in India and has been reproduced with their Permission’.</p>
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Adhere to legislation, protocols and guidelines relevant to one’s role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to one’s role</p> <p>PC3. Recognise the boundary of one’s role and responsibility and seek supervision when situations are beyond one’s competence and authority</p> <p>PC4. Maintain competence within one’s role and field of practice</p> <p>PC5. Use relevant research based protocols and guidelines as evidence to inform one’s practice</p> <p>PC6. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC7. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC8. Evaluate and reflect on the quality of one’s work and make continuing improvements</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The relevant legislation, standards, policies, and procedures followed in the organization</p> <p>KA2. The medical procedures and functioning of required medical equipment</p> <p>KA3. Role and importance of assisting other healthcare providers in delivering care</p>

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B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The boundaries of one's role and responsibilities and other team members</p> <p>KB2. The reasons for working within the limits of one's competence and authority</p> <p>KB3. The importance of personally promoting and demonstrating good practice</p> <p>KB4. The legislation, protocols and guidelines effecting one's work</p> <p>KB5. The organisational systems and requirements relevant to one's role</p> <p>KB6. The sources of information that can be accessed to maintain an awareness of research and developments in one's area of work</p> <p>KB7. The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different circumstances</p> <p>KB8. The risks to quality and safety arising from:</p> <ul style="list-style-type: none"> ○ Working outside the boundaries of competence and authority ○ Not keeping up to date with best practice ○ Poor communication ○ Insufficient support ○ Lack of resources <p>KB9. The importance of individual or team compliance with legislation, protocols, and guidelines and organisational systems and requirements</p> <p>KB10. How to Report and minimise risks</p> <p>KB11. The principle of meeting the organisation's needs, and how this should enable one to recognise one's own limitations and when one should seek support from others</p> <p>KB12. The processes by which improvements to protocols/guidelines and organisational systems/requirements should be reported</p> <p>KB13. The procedure for accessing training, learning and development needs for oneself and/or others within one's organisation</p> <p>KB14. The actions that can be taken to ensure a current, clear and accurate understanding of roles and responsibilities is maintained, and how this affects the way one work as an individual or part of a team</p>
Skills (S)	
A. Core Skills/ Generic Skills	<p style="text-align: center;">Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document reports, task lists, and schedules</p> <p>SA2. Prepare status and progress reports</p> <p>SA3. Record daily activities</p> <p>SA4. Update other co-workers</p>
	<p style="text-align: center;">Reading Skills</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organizational policies</p> <p>SA6. Keep updated with the latest knowledge</p>
	<p style="text-align: center;">Oral Communication (Listening and Speaking skills)</p>

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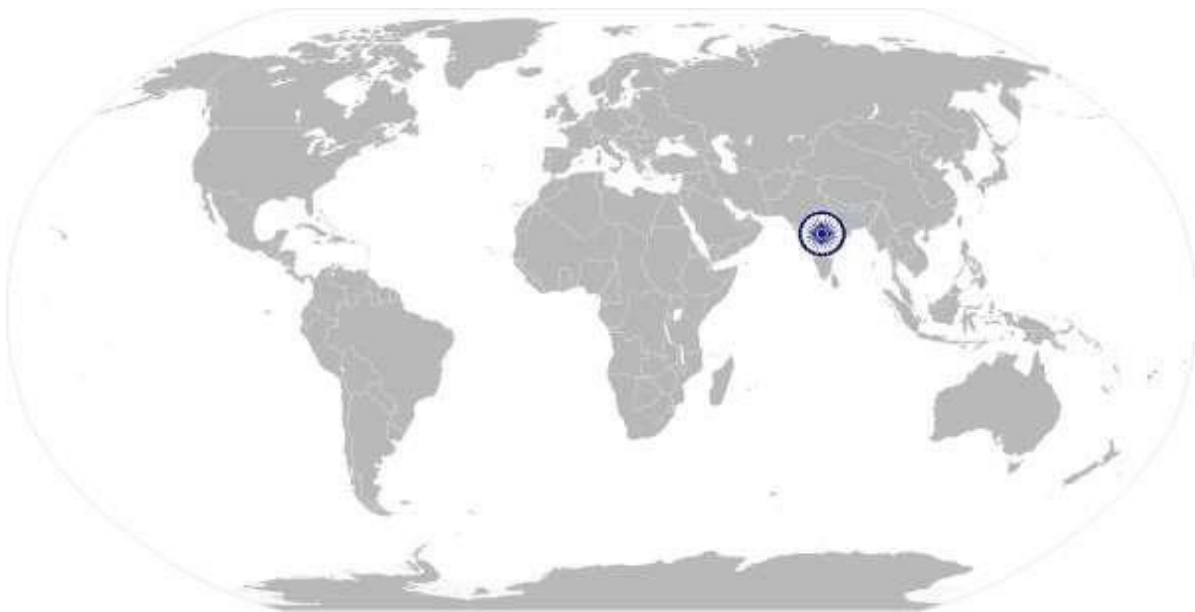
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Discuss task lists, schedules, and work-loads with co-workers</p> <p>SA8. Give clear instructions to patients and co-workers</p> <p>SA9. Keep patient informed about progress</p> <p>SA10. Avoid using jargon, slang or acronyms when communicating with a patient</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the concerned area of work in relation to job role</p>
	Plan and Organize
	Not applicable
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB3. Be responsive and listen empathetically to establish rapport in a way that promotes openness on issues of concern</p> <p>SB4. Be sensitive to potential cultural differences</p> <p>SB5. Maintain patient confidentiality</p> <p>SB6. Respect the rights of the patient(s)</p>
	Problem Solving
	Not applicable
	Analytical Thinking
	Not applicable
	Critical Thinking
	Not applicable

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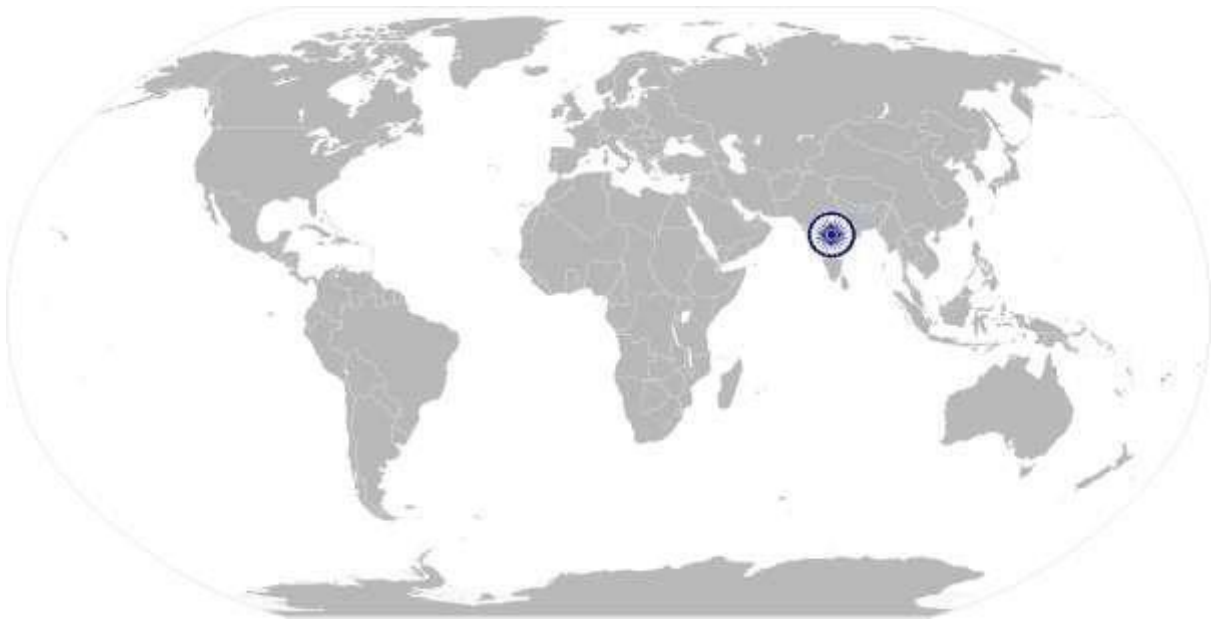
Act within the limits of one's competence and authority

NOS Version Control

NOS Code	HSS/N9603		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16



National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health professional to practice code of conduct setup by the healthcare provider.

HSS/N9607

Practice code of conduct while performing duties

National Occupational Standard

Unit Code	HSS/N9607
Unit Title	Practice code of conduct while performing duties
(Task) Description	<p>This OS unit is about following the rules, regulations and the code of conduct setup by the healthcare provider The Allied health professional must adhere to the protocols and guidelines relevant to the field and practice</p> <p>This OS unit applies to all Allied health professionals working in an organized environment and to whom specific regulations and codes of conduct apply</p>
Scope	<p>This unit covers the following:</p> <ul style="list-style-type: none"> Recognizing the guidelines and protocols relevant to the field and practice <p>Following the code of conduct as described by the healthcare provider</p> <p>Demonstrating best practices while on the field</p>
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Adhere to protocols and guidelines relevant to the role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to the role</p> <p>PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority</p> <p>PC4. Maintain competence within the role and field of practice</p> <p>PC5. Use protocols and guidelines relevant to the field of practice</p> <p>PC6. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC7. Identify and manage potential and actual risks to the quality and patient safety</p> <p>PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>To be competent, the user/ individual on the job needs to know and understand:</p> <p>KA1. Relevant legislation, standards, policies, and procedures followed in the hospital</p> <p>KA2. How to engage and interact with other providers in order to deliver quality and maintain continued care</p> <p>KA3. Personal hygiene measures and handling techniques</p>
B. Technical Knowledge	<p>To be competent, the user / individual on the job needs to know and understand:</p> <p>KB1. The limitations and scope of the role and responsibilities along with an understanding of roles and responsibilities of others</p> <p>KB2. The importance of working within the limits of one’s competence and authority</p> <p>KB3. The detrimental effects of non-compliance</p> <p>KB4. The importance of personal hygiene</p> <p>KB5. The importance of intercommunication skills</p> <p>KB6. The legislation, protocols and guidelines related to the role</p> <p>KB7. The organisational systems and requirements relevant to the role</p> <p>KB8. The sources of information and literature to maintain a constant access to upcoming research and changes in the field</p> <p>KB9. The difference between direct and indirect supervision and autonomous</p>

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Practice code of conduct while performing duties

	<p>practice, and which combination is most applicable in different circumstances</p> <p>KB10. Implications to quality and safety arising from:</p> <ul style="list-style-type: none"> • Working outside the boundaries of competence and authority not keeping up to date with best practice • poor communication • insufficient support • lack of resources <p>KB11. The organizational structure and the various processes related to reporting and monitoring</p> <p>KB12. The procedure for accessing training, learning and development needs</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document reports, task lists, and schedules with co-workers</p> <p>SA2. Prepare status and progress reports related to patient care</p> <p>SA3. Update the physician and the other co-workers</p>
	Reading Skills
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA4. Read about procedures, regulations and guidelines related to the organization and the profession</p> <p>SA5. Keep updated with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p>
B. Professional Skills	Oral Communication (Listening and Speaking skills)
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA6. Interact with patients</p> <p>SA7. Give clear instructions to patients, patients relatives and other healthcare providers</p> <p>SA8. Avoid using jargon, slang or acronyms, while communicating with a patient</p>
	Decision Making
B. Professional Skills	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions based on applicable regulations and codes of conduct when possible conflicts arise</p> <p>SB2. Act decisively by balancing protocols and work at hand</p>
	Plan and Organize
	Not applicable
	Customer Centricity
B. Professional Skills	<p>To be competent, the user / individual on the job needs to know and understand how to:</p> <p>SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB4. Maintain patient confidentiality</p>

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	SB5. Respect the rights of the patient(s) SB6. Respond patients' queries and concerns SB7. Maintain personal hygiene to enhance patient safety
	Problem Solving
	Not applicable
	Analytical Thinking
	Not applicable
	Critical Thinking
	Not applicable

NOS Version Control

NOS Code	HSS/N9607		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role Speech & Audio Therapy Assistant

Qualification Pack HSS/Q7601

Sector Skill Council Healthcare Sector Skill Council

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score as per assessment grid.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Grand Total-1 (Subject Domain)	400
Grand Total-2 (Soft Skills and Communication)	100
Grand Total-(Skills Practical and Viva)	500
Passing Marks (80% of Max. Marks)	400
Grand Total-1 (Subject Domain)	80
Grand Total-2 (Soft Skills and Communication)	20
Grand Total-(Theory)	100
Passing Marks (50% of Max. Marks)	50
Grand Total-(Skills Practical and Viva + Theory)	600

Final Result		Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail			
Detailed Break Up of Marks		Skills Practical & Viva			
Subject Domain		Pick any 2 NOS each of 200 marks totaling 400			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
HSS / N 7601 : Carry out speech-language and hearing screening, diagnosis and assessments under supervision	PC1. Possess knowledge of the signs, symptoms and characteristics of the conditions with communication disorders	200	20	15	5
	PC2. Have knowledge of the available tests, tools, procedures and methods, current developments in the diagnosis and assessment of patients with communication disorders		30	10	20
	PC3. Be able to choose the appropriate tests/tools for the screening, diagnosis and assessment		30	10	20
	PC4. Have had hands-on experience in the administration of the above		20	2	18
	PC5. Have knowledge of factors that could interfere with the adequacy of the test/ procedure implementation		30	20	10
	PC6. Have the flexibility to conduct need-based screening/diagnostic and assessment procedures		30	20	10
	PC7. Possess the skills to interpret the results while applying caution, wherever necessary		10	5	5
	PC8. Have the ability to document the report as per International Standards prescribed for the purpose		30	15	15
	Total			200	97
HSS / N 7602 : Coordinate the administrative duties	PC1. Possess knowledge of administrative procedures as prescribed for the setup/ center with which the employee/officer is employed	200	40	20	20

	PC2. Have knowledge of various target groups who would be able to assist in the services of speech and hearing professionals in order to plan and organise long-term and short-term programs		50	30	20
	PC3. Be able to guide/maintain documents and records of the programs		20	5	15
	PC4. Be able to choose the appropriate methods and procedures, devise mechanism to document functioning of each of the equipment with log books, usage details, spare parts and accessories, etc.,		30	10	20
	PC5. Have knowledge of community research and its implications in order to assist speech and hearing consultants in the process		30	10	20
	PC6. Have the ability to document the report periodically (monthly, quarterly, halfyearly or annually) as per the standards prescribed for the institution/ center/ set-up		30	10	20
	Total		200	85	115
HSS / N 7603 : Support individuals during therapy sessions	PC1. Identify, with the support of others, the preparation needed for therapy, and how the environment will be restored, following therapy sessions	200	30	20	10
	PC2. Identify role and responsibilities in the preparation and address any risk and safety		20	15	5
	PC3. Report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices		10	5	5
	PC4. Work with individuals to identify their preferences, concerns and issues about participating in therapy sessions		10	10	0
	PC5. Reassure individuals about the nature and content of the therapy sessions		20	10	10
	PC6. Support specialist practitioners and therapists to run therapy sessions		20	0	20
	PC7. Provide active support to individuals during therapy sessions, and take account of their needs, preferences and abilities		20	5	15

	PC8. Review, agree and implement any adjustments that are needed to maximise the individual's participation and the effectiveness of the therapy sessions		20	0	20
	PC9. Follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions		10	0	10
	PC10. Identify any issues or problems in relation to the therapy sessions		20	10	10
	PC11. Record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements		20	5	15
	Total		200	80	120
Soft Skills and Communication		Pick one field from part 1 randomly and pick one field from part 2 as per NOS of subject domain picked each carrying 50 marks totaling 100			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
Part 1 (Pick one field randomly carrying 50 marks)					
1. Attitude					
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	50	5	3	2
	PC2. Work within organisational systems and requirements as appropriate to one's role		5	3	2
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		10	5	5
	PC4. Maintain competence within one's role and field of practice		5	0	5
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		5	2	3
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		5	3	2

	PC7. Identify and manage potential and actual risks to the quality and safety of practice		10	5	5
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		5	2	3
			50	23	27
HSS/N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	50	5	3	2
	PC2. Work within organisational systems and requirements as appropriate to the role		5	3	2
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority		10	5	5
	PC4. Maintain competence within the role and field of practice		5	0	5
	PC5. Use protocols and guidelines relevant to the field of practice		5	2	3
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		5	3	2
	PC7. Identify and manage potential and actual risks to the quality and patient safety		10	5	5
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem		5	3	2
				50	24
Attitude Total		100			
Detailed Break Up of Marks			Theory		
Subject Domain			Select all NOS totaling 80		
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (80)	Marks Allocation		
			Theory		
HSS / N 7601 : Carry out speech-language and hearing screening, diagnosis and assessments under supervision	PC1. Possess knowledge of the signs, symptoms and characteristics of the conditions with communication disorders	20	5		
	PC2. Have knowledge of the available tests, tools, procedures and methods, current developments in the diagnosis and assessment of patients with communication disorders		5		

	PC3. Be able to choose the appropriate tests/tools for the screening, diagnosis and assessment		2
	PC4. Have had hands-on experience in the administration of the above		2
	PC5. Have knowledge of factors that could interfere with the adequacy of the test/ procedure implementation		4
	PC6. Have the flexibility to conduct need-based screening/diagnostic and assessment procedures		0
	PC7. Possess the skills to interpret the results while applying caution, wherever necessary		0
	PC8. Have the ability to document the report as per International Standards prescribed for the purpose		2
	Total		20
HSS / N 7602 : Coordinate the administrative duties	PC1. Possess knowledge of administrative procedures as prescribed for the setup/ center with which the employee/officer is employed	30	10
	PC2. Have knowledge of various target groups who would be able to assist in the services of speech and hearing professionals in order to plan and organise long-term and short-term programs		7
	PC3. Be able to guide/maintain documents and records of the programs		3
	PC4. Be able to choose the appropriate methods and procedures, devise mechanism to document functioning of each of the equipment with log books, usage details, spare parts and accessories, etc.,		5
	PC5. Have knowledge of community research and its implications in order to assist speech and hearing consultants in the process		2
	PC6. Have the ability to document the report periodically (monthly, quarterly, halfyearly or annually) as per the standards prescribed for the institution/ center/ set-up		3
	Total		30
HSS / N 7603 : Support individuals during therapy sessions	PC1. Identify, with the support of others, the preparation needed for therapy, and how the environment will be restored, following therapy sessions	30	5
	PC2. Identify role and responsibilities in the preparation and address any risk and safety		5

	PC3. Report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices		2
	PC4. Work with individuals to identify their preferences, concerns and issues about participating in therapy sessions		0
	PC5. Reassure individuals about the nature and content of the therapy sessions		0
	PC6. Support specialist practitioners and therapists to run therapy sessions		5
	PC7. Provide active support to individuals during therapy sessions, and take account of their needs, preferences and abilities		0
	PC8. Review, agree and implement any adjustments that are needed to maximise the individual's participation and the effectiveness of the therapy sessions		4
	PC9. Follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions		0
	PC10. Identify any issues or problems in relation to the therapy sessions		5
	PC11. Record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements		4
	Total		30
Grand Total-1 (Subject Domain)			
Soft Skills and Communication		Select each part each carrying 10 marks totaling 20	
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (20)	Marks Allocation
			Theory
Part 1 (Pick one field randomly carrying 50 marks)			
1. Attitude			
HSS/N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	10	10
	PC2. Work within organisational systems and requirements as appropriate to one's role		
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		
	PC4. Maintain competence within one's role and field of practice		

	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		
	Total		10
HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	10	10
	PC2. Work within organisational systems and requirements as appropriate to the role		
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority		
	PC4. Maintain competence within the role and field of practice		
	PC5. Use protocols and guidelines relevant to the field of practice		
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		
	PC7. Identify and manage potential and actual risks to the quality and patient safety		
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem		
	Total		
Attitude Total		10	20
Grand Total-2 (Soft Skills and Communication)			