



# Model Curriculum

**NOS Name- Basic Health and Wellness Skills (Secondary school)**

**NOS Code: HSS/N8623**

**NOS Version: 1.0**

**NSQF Level: 2.5**

**Model Curriculum Version: 1.0**

Healthcare Sector Skill Council || Healthcare Sector Skill Council, 520, DLF Tower A, 5th Floor, Jasola District Centre, New Delhi – 110025

# Table of Contents

Training Parameters .....	3
Program Overview .....	4
Training Outcomes .....	4
Compulsory Modules .....	4
Module Details .....	6
Module 1: Self and Others Safety Measures .....	6
Module 2: Orientation to First Aid and Hands on CPR .....	7
Module 3: Safe use of Internet, Gadgets and Media .....	8
Module 4: Healthy Lifestyle .....	9
Module 5: Maintain Clean, Safe and Healthy Environment .....	10
Module 6: Dealing with different Emotions, Behavior and Mental Health Issues .....	11
Module 7: Sexual & Substance abuse and its prevention .....	12
Module 8: Disaster Preparedness .....	13
Annexure .....	16
Trainer Requirements .....	16
Assessor Requirements .....	17
Assessment Strategy .....	18
References .....	19
Glossary .....	19
Acronyms and Abbreviations .....	20

## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>Country</b>	India
<b>NSQF Level</b>	2.5
<b>Minimum Educational Qualification and Experience</b>	Pursuing continuous school education from 9th to 10th Grade
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	Not Applicable
<b>Last Reviewed On</b>	31/01/2024
<b>Next Review Date</b>	31/01/2027
<b>NSQC Approval Date</b>	31/01/2024
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/01/2024
<b>Model Curriculum Valid Up to Date</b>	31/01/2027
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	60 Hours
<b>Maximum Duration of the Course</b>	60 Hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Describe self and other safety measures.
- Identify the emergency.
- Perform Hands on CPR as per standard procedure.
- Apply the standard protocols of providing first aid.
- Identify the need of Socio emotional learning/awareness.
- Segregate and dispose of waste disposal according to the SOPs.
- Apply fundamental concepts of healthy body into their daily lifestyle and practice.
- Encourage safe use of the Internet, Gadgets and Media.
- Explain about preventive measures for cyber bullying.
- Apply 3Rs concept for conservations of resources.
- Explain about equality, acceptance and inclusivity of differentially abled children.
- Difference between Biodegradable and non-biodegradable waste.
- Differentiate between Cleaning and Sanitization.
- Practice dealing with different emotions and mental health issues.
- Stress management and mindfulness.
- Respond to the Disasters and multiple casualty accidents.
- Communication and writing skills.

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Apply Safety measures, disaster preparedness, CPR, First Aid, Healthy Lifestyle and Safe environment practices in day-to-day life	45:00	15:00	00:00	00:00	60:00
<a href="#">Module 1: Self and Others Safety Measures</a>	03:00	02:00	00:00	00:00	
<a href="#">Module 2: Orientation to First Aid and Hands on CPR</a>	07:00	02:00	00:00	00:00	
<a href="#">Module 3: Safe use of Internet, Gadgets and Media</a>	05:00	02:00	00:00	00:00	
<a href="#">Module 4: Healthy Lifestyles</a>	07:00	02:00	00:00	00:00	

<a href="#">Module 5: Maintain clean, safe and healthy environment</a>	07:00	02:00	00:00	00:00	
<a href="#">Module 6: Dealing with different emotions, behavior and mental health issues</a>	05:00	02:00	00:00	00:00	
<a href="#">Module 7: Sexual &amp; Substance abuse and its prevention</a>	05:00	01:00	00:00	00:00	
<a href="#">Module 8: Disaster Preparedness</a>	06:00	02:00			
<b>Total</b>	<b>45:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>

# Module Details

## Module 1: Self and other's Safety measures

### Terminal Outcomes:

- Describe self and other safety measures.

<b>Duration: 03:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about importance of following Road and traffic safety measures while walking, running, cycling, and crossing on road.</li> <li>• List the precautions to be taken for personal safety.</li> <li>• Explain the use of protective devices such as safety devices.</li> <li>• Explain about Fire safety measures and safe use of electrical appliances.</li> <li>• Explain the importance of keeping parent's numbers on speed dial and emergency contact number.</li> <li>• Discuss how to report any unwanted/unsafe activity or incident to parents or police.</li> <li>• Explain the process of using self-defense.</li> <li>• Learn about the crime rates in your area. Sign up for notifications and safety alerts.</li> <li>• Enlist all emergency numbers like Police, Ambulance, Hospital etc on bulletin board.</li> <li>• Explain how to inform any road accident or emergency situation to parents and police.</li> <li>• Encourage to learn not to bully their peers or classmates because bullying is an offence.</li> <li>• Encourage to respect and help others not bully them physically or verbally.</li> <li>• Discuss about Safety in science labs.</li> <li>• Learn about difference between appropriate and inappropriate physical contact</li> </ul>	<ul style="list-style-type: none"> <li>• Create a chart depicting different types of protective devices such as safety devices.</li> <li>• Make and practice safety plans for getting help.</li> <li>• Practice Role playing situations that reinforces safety rules about traffic, road, fire, water, stranger, sports, home etc.</li> <li>• Practice Dos and Don'ts through role play, flash card, charts etc</li> <li>• Practice self-defense techniques like resistance, bite, snatch, hit, use of legs and hands, kick and yell etc</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B	
<b>Tools, Equipment and Other Requirements</b>	
Experiential learning, Role Play, Flip Charts, Posters making, Flash cards, videos, PPTs, etc	

## Module 2: Orientation to First Aid and Hands on CPR

### Terminal Outcomes:

- Identify the emergency.
- Perform Hands on CPR as per standard procedure.
- Apply the standard protocols of providing first aid.

Duration: 07:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain how to identify an emergency.</li> <li>• Explain the process of general directions for giving first aid.</li> <li>• Explain the different emergency situations like               <ul style="list-style-type: none"> <li>○ Cuts/scraps/bleeding/wound/ Fracture</li> <li>○ choking.</li> <li>○ Shock, giddiness and fainting.</li> <li>○ Nose bleeding</li> <li>○ Sprain, strain and fracture</li> <li>○ Heat stroke</li> <li>○ Fever</li> <li>○ Stings/bites</li> <li>○ Frost bites</li> <li>○ Hypothermia</li> <li>○ Fall Prevention</li> <li>○ Hyperthermia</li> <li>○ Bleeding</li> <li>○ Burns</li> <li>○ Electric Shock</li> <li>○ Heart-related Illnesses</li> <li>○ Diabetes and Low Blood Sugar</li> <li>○ Fainting</li> <li>○ Seizures</li> <li>○ Allergic Reactions and Breathing</li> <li>○ Concussion</li> <li>○ Head, Neck, and Spine Injuries</li> <li>○ Drug Overdose and Alcohol Poisoning</li> <li>○ Risks of Smoking and Vaping etc</li> </ul> </li> <li>• Describe the sign and symptoms.</li> <li>• Discuss about the importance of vital parameters of human body like Blood pressure, Temperature, Pulse, Heart Rate and blood sugar, HBA1C etc.</li> <li>• Explain the importance of maintaining local emergency numbers as prevalent in region.</li> <li>• Describe the guidelines and safety precautions that need to be followed handling injured.</li> <li>• Identify the need for additional help or assistance such during first aid care.</li> <li>• Describe the standard procedure of Hands-on CPR or Chest Compressions.</li> <li>• Identify precautions to be taken for self-safety.</li> <li>• Explain the basic components of first aid kit such as Bandages, Splints, Roller bandage, crape, Digital Thermometer, Digital BP</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of local emergency response team, ambulance, bomb disposal squads, fire and police departments, etc. along with their contact details.</li> <li>• Practice Role playing situations to care different types of injuries or sign and symptoms with the use of first aid kit such as               <ul style="list-style-type: none"> <li>○ Cuts/scraps/bleeding/wound/ Fracture</li> <li>○ Shock, giddiness and fainting.</li> <li>○ Nose bleeding</li> <li>○ Sprain, strain and fracture</li> <li>○ Heat stroke</li> <li>○ Burns</li> <li>○ Electric Shock</li> <li>○ Fever</li> <li>○ Stings/bites</li> <li>○ Frost bites</li> <li>○ Hypothermia</li> <li>○ Fall Prevention</li> <li>○ Hyperthermia</li> <li>○ Bleeding</li> <li>○ Heart-related Illnesses</li> <li>○ Diabetes and Low Blood Sugar</li> <li>○ Allergic Reactions</li> </ul> </li> <li>• Demonstrate the technique of transporting injured fellows to medical room with the help of others.</li> <li>• Demonstrate the correct technique of using splints, restraints and immobilize, head stabilizer etc in case of fracture, sprain, head, neck and spine injuries.</li> <li>• Demonstrate the correct technique of Heimlich Maneuverer or abdominal thrust on manikin.</li> <li>• Demonstrate correct technique of providing CPR or chest Compressions on manikin.</li> <li>• Design a dummy portable and segregable first aid kit as per requirements.</li> <li>• Demonstrate appropriate techniques of providing first aid and bandaging.</li> <li>• Demonstrate the method of dressing the wound.</li> </ul>



<p>apparatus, bandade, Antiseptic Solution, Betadine, etc .</p> <ul style="list-style-type: none"> <li>• List the various do’s and don’ts to be followed while providing first aid care.</li> <li>• Describe about various bandaging and dressing procedures.</li> </ul>	
<p><b>Classroom Aids:</b></p>	
<p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>CPR Nursing Manikin, Mannequin, Torch, Stretcher, cot, scoop, first aid kit, splint, bandages, banded, cotton, cardboard, ice packs etc</p>	



## Module 3: Safe use of Internet, Gadgets and Media

### Terminal Outcomes:

- Encourage safe use of the Internet, Gadgets and Media.
- Explain about Media Literacy.
- Understand about Cyber bullying and its harmful effect.

<b>Duration: 05:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of safe use of Internet, Gadget and social media.</li> <li>• Discuss the bad effects of excessive use of internet and digital devices on Physical, mental, and social wellbeing.</li> <li>• Identify the signs of cyber bullying.</li> <li>• Discuss the steps to be taken for prevention from cyber bullying or crime.</li> <li>• Explain the importance of responsible use of technology so that they can ensure their safety.</li> <li>• Explain about types of social media and their uses.</li> <li>• Discuss advantages and disadvantages of social media.</li> <li>• Identify the types of Cyber Crime, their impact and know how and where to report and go for Support.</li> <li>• Discuss internet safety tips, and safe web browsing.</li> <li>• Explain about social media literacy and how to make plans to regulate time spent online and on gadgets. (Time Management)</li> <li>• Discussing the influence of media on mental health and promoting critical thinking about media messages.</li> <li>• Explain techniques for managing time effectively, reducing academic and exam-related stress, and promoting a healthy balance between studies and leisure activities.</li> <li>• Explain the effect of social media on one's wellbeing.</li> <li>• Explain Dos and Don'ts to be followed for maintaining good posture and ergonomic while using Gadgets or digital devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a schedule of use of internet, gadget, and media.</li> <li>• Prepare a list of safe web browsing, game, education, video sites while surfing on the internet.</li> <li>• Prepare a chart depicting list of preventive measures for common health issues occurred due to excess use of gadgets.</li> <li>• Demonstrate the correct techniques of good postures and the arrangement of device.</li> </ul>
<b>-Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Laptop, Computer, Mobiles, iPad, head phones, video games etc	

## Module 4: Healthy lifestyle

### Terminal Outcomes:

- Follow various regimes to maintain healthy lifestyle and prevent diseases.
- Describe the adolescent changes in boys and girls.
- Practice safe and hygienic menstrual hygiene measures
- Explain Adolescent counselling.
- Positive Relationships with community and others

<b>Duration: 07:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of healthy diet, sleep hygiene, balanced nutrition, water intake and fitness regimes to keep the body healthy.</li> <li>• Discuss the importance of quality sleep, establishing a sleep routine, and tips for improving sleep hygiene.</li> <li>• Promoting a healthy relationship with food and mindfulness in eating habits.</li> <li>• Discuss the components and uses of healthy diet and balanced nutrition such as foods rich in different types of essential nutrients – protein, carbohydrate, fat, vitamins &amp; minerals; nutritional value of different food items; macronutrients and micronutrients; etc. using charts.</li> <li>• Discuss the methods of cooking to increase the nutritional value of food or meal.</li> <li>• Explain the method of preparing healthy meals.</li> <li>• Discuss the requirement of calories and vitamins during puberty to maintain a healthy body composition and image.</li> <li>• Encourage the practice of physical exercise, yoga postures, mindfulness and meditation to keep body, mind and soul healthy.</li> <li>• Explain about adolescent education.</li> <li>• Discuss the period of adolescence and changes occurring in males and females body.</li> <li>• Discuss common adolescent health and mental problems like Anemia, obesity, body shaming, malnutrition, skin problems like acne, pimples, depression, sexually transmitted diseases, early pregnancy, childbirth, substance abuse and violence etc and how to manage them.</li> <li>• Explain why it’s important to maintain personal hygiene, sleep hygiene and grooming (Skin Care, Nail care, Hair Care, Oral Care, Eye Care, Private Parts care,</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart depicting importance of healthy diet, balanced nutrition and fitness regimes.</li> <li>• Prepare a chart on balanced diet.</li> <li>• Demonstrate the basic physical exercises, yoga postures and meditation.</li> <li>• Prepare a chart depicting differences in adolescence changes occurring in males and females.</li> <li>• Prepare a chart to differentiate between unhygienic and hygienic practices during menstruation.</li> <li>• Depict a role play to understand gender equality and importance of awareness about adolescent health and menstrual hygiene.</li> <li>• Prepare a group discussion about various hygiene practices used by female and male during adolescence changes.</li> <li>• Prepare a chart depicting list of preventive measures for common lifestyle disorders and chronic diseases.</li> </ul>

<p>Foot care, Ear care, Shave, Body hair care etc) during puberty.</p> <ul style="list-style-type: none"> <li>• Discuss about menarche and their sources of information before its onset.</li> <li>• Discuss about the prevailing practices for menstrual hygiene among adolescent girls, restrictions practiced by adolescent schoolgirls during menstruation and the likelihood of using unhygienic practices during menstruation.</li> <li>• Explain the phenomenon of menstruation, Pre-Menstrual Syndrome (PMS) and how to maintain personal hygiene during it.</li> <li>• Discuss the measures to be taken for prevention from common lifestyle disorders and chronic diseases which occurs due to unhealthy lifestyle, pollution and climatic factors.</li> <li>• Explain the importance of adolescent counselling or interaction between the adolescent and counsellor to discuss their needs, concerns and problems.</li> <li>• Discuss communicable and non-communicable diseases</li> <li>• Explain about importance of taking vaccination as per immunization schedule with emphasize on Rubella and HPV vaccines.</li> <li>• Explain the importance of using PPE like face mask, gloves, apron etc.</li> </ul>	
<p><b>-Classroom Aids:</b></p>	
<p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Fruits, Vegetables, videos, PPTs, Role Play, Flip cards, Flash card, soap, towel, tap with water etc</p>	

## Module 5: Maintain Clean, Safe and Healthy Environment

### Terminal Outcomes:

- Apply 3Rs concept for conservations of resources.
- Difference between Biodegradable and non-biodegradable waste.
- Differentiate between Cleaning and Sanitization
- Explain the importance of afforestation.
- Use of renewable energy

<b>Duration: 07:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the different ways and apply 3Rs concept for conservation of resources.</li> <li>• Explain the benefits of conserving resources and how 3R concept can save the environment.</li> <li>• Describe the ways to conserve resources.</li> <li>• Discuss about use of renewable resources like solar energy.</li> <li>• Explain the importance of cleaning and sanitization of surroundings and class.</li> <li>• Differentiate between cleaning and sterilization.</li> <li>• Discuss the role of environmental education in promotion of environmental awareness.</li> <li>• Explain the importance of segregation of wet and dry waste.</li> <li>• Differentiate between Biodegradable and non-biodegradable waste.</li> <li>• Explain the techniques of recycling waste.</li> <li>• Explain the importance of waste management at school and home.</li> <li>• Explain the benefits of afforestation or tree plantation.</li> <li>• Discuss the importance of participating in community and environmental programs like Health Camps, Nutrition exhibition, Nukad Natak, Demonstration, Mock drill, Health Education and Survey etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice role play to use, reduce, reuse and recycle of resources like electricity, water, paper, polyethylene bags, fuel, plastic bottles etc.</li> <li>• Visit various community programs and record the observations.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
PPE, Sink, Liquid Soap, Hand washing Poster, Paper Towel, demonstrative videos, Flip card, Flash card, role play etc	

## Module 6: Dealing with different Emotions, Behaviors, and Mental Health Issues.

### Terminal Outcomes:

- Practice dealing with mental health issues.
- Stress management and mindfulness.
- Identify the need of Socio emotional learning/awareness.

<b>Duration:</b> 05:00	<b>Duration:</b> 02:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify different factors that affect mental health such as body shaming, rejections, anger, Gang violence, excitement, anxiety, jealousy, fear, peer bullying, depression, behavioral disorders, eating disorders, grief, loss, etc.</li> <li>• Explain the importance of maintaining Mental and Emotional health.</li> <li>• Identify the sign and symptoms of mental health issues.</li> <li>• Discuss the ways in which they can discuss their mental and emotional issues with their parents.</li> <li>• Discuss how emotional intelligence can help them to deal with stress and develop relationships with others.</li> <li>• Discuss stress and its management.</li> <li>• Discuss the ways of coping/deal with body shaming, rejections, bullying, stress, peer pressure etc.</li> <li>• Strategies for dealing with peer pressure related to substance use, risky behaviors, and academic choices.</li> <li>• Explain how to maintain Healthy relationship and communication building with others.</li> <li>• Understand the impact of body language on communication and building positive non-verbal communication skills</li> <li>• Explain about the methods of developing emotional awareness and dealing with different behaviors such as anger, fear, anxiety, positive and negative emotions, family stress, domestic abuse and mood swings etc.</li> <li>• Explain the role of parents in teaching emotional awareness to their children.</li> <li>• Explain skills required for verbal and nonverbal communication.</li> <li>• Discuss about Conflicts and their resolutions.</li> <li>• Explain about how to Label Emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Show videos or demonstrations for identifying different emotions, warning signs and dealing with emotional changes.</li> <li>• Practice role play situation on coping up with stress reduction, rejections, body shaming, anger, fear, anxiety, unhealthy competition, and mood swings.</li> <li>• Practice role pay of ABCDE coaching model.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
demonstrative videos, Flip card, Flash card, role play etc	

## Module 7: Sexual & Substance Abuse and Prevention.

### Terminal Outcomes:

- Effects of substance or drug abuse
- Preventive measures to control substance abuse.

<b>Duration: 05:00</b>	<b>Duration: 01:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss drug and substance abuse (Nicotine, Caffeine, Tobacco, Alcohol, Illegal drugs, E-Cigarette)</li> <li>• Discuss the factors that may lead to substance or drug abuse.</li> <li>• Identify the warning signs.</li> <li>• Explain the effects of substance abuse on Body and mental health.</li> <li>• Explain the consequences of teen drug abuse.</li> <li>• Describe preventive measures to control alcohol and drugs abuse.</li> <li>• Discuss sexuality, gender identity, sexual abuse and harassment.</li> <li>• Explain about LGBTQ community and PwD rights and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Show videos or demonstrations for identifying different substance abuse.</li> <li>• Practice role play situation to control the use of alcohol, nicotine, tobacco, caffeine etc</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
demonstrative videos, Flip card, Flash card, role play etc	

## Module 8: Disaster Preparedness

### Terminal Outcomes:

- Respond to the Disasters and multiple casualty accidents.
- Perform Triage.

<b>Duration: 06:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Enlist the types of disasters or common emergencies.               <ul style="list-style-type: none"> <li>○ Earthquake,</li> <li>○ Fire,</li> <li>○ Flood,</li> <li>○ Bomb threat,</li> <li>○ Cyclone,</li> <li>○ Robbery,</li> <li>○ Kidnapping,</li> <li>○ Mass Casualty Incident</li> <li>○ Landslides</li> <li>○ Terror attacks</li> <li>○ Wild-animals attacks</li> </ul> </li> <li>• Explain the measures that will help in the management of disaster.               <ul style="list-style-type: none"> <li>○ Warning and Alarms</li> <li>○ Drill Training and Awareness</li> <li>○ Tool kits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of local emergency response agencies, ambulance, bomb disposal squads, fire and police departments, Hospital etc. along with their contact details</li> <li>• Perform and practice mock drill for fire, bomb threat etc.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Fire extinguisher, Spill management, videos, PPT, Demonstration etc	



## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate				1		
B.Sc. / Post Basic B.Sc. Nursing	Nursing	½		½		
GNM (General Nursing Midwifery)	Nursing	1		1		
Graduate	In any discipline	1	Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education			

Trainer Certification	
Domain Certification	Platform Certification
Certified for HSS/N8623 with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0" with minimum score of 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate		1		1		
B.Sc. / Post Basic B.Sc. Nursing	Nursing	1		1		
GNM (General Nursing Midwifery)	Nursing	2		1		
Graduate	In any discipline	2	Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education	1		

Assessor Certification	
Domain Certification	Platform Certification
Certified for HSS/N8623 with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Assessor (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0" with minimum score of 80%.

## Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

**1. Practical Assessment:** This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

**2. Viva/Structured Interview:** This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment, and equipment etc.

**3. Written Test:** Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

- i. True / False Statements
- ii. Multiple Choice Questions
- iii. Matching Type Questions.
- iv. Fill in the blanks.
- v. Scenario based Questions.
- vi. Identification Questions

### QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.
- 7) Mock assessments
- 8) Sample question paper and practical demonstration

## References

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>PPE</b>	Personal Protective Equipment
<b>SOP</b>	Standard Operating Procedure