

## Qualification Pack



# Cupping Therapist

QP Code: HSS/Q4102

Version: 1.0

NSQF Level: 6

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## Qualification Pack

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## Qualification Pack

### HSS/Q4102: Cupping Therapist

#### Brief Job Description

The Individuals in this job are trained to conduct dry and wet Cupping Therapy procedures as per defined scope of practice. These professionals are registered Ayush and Medical professionals who ascertain treatment as per Pre, Main and Post procedures involved during therapy as per the standards. They will also assign daily activities, records of the patients and treatment follow-up at the workplace to be maintained by other support staff

#### Personal Attributes

The individual should be presentable, have good communication skills and should be a good listener. polite. He / She should be keen to upgrade his/ her knowledge with the latest skills and knowledge in the related domain. They also need to possess some key qualities like self-discipline, ethics, maturity, empathy and confidence

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [HSS/N4104: Check the readiness of set up, patient for cupping therapy procedure](#)
2. [HSS/N4105: Carry out dry cupping therapy procedure](#)
3. [HSS/N4106: Carry out wet cupping therapy procedure](#)
4. [HSS/N9622: Follow sanitization and infection control guidelines](#)
5. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Unani
<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Credits</b>	20

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<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2230
<b>Minimum Educational Qualification &amp; Experience</b>	<p>Post Graduate (Pursuing first year of 2-year PG program (AYUSH) after completing 3 year UG degree in the relevant field) with NA of experience</p> <p>OR</p> <p>Pursuing 4th year UG (in case of 4-year UG with honours/ honours with research) (in the relevant field (Physiotherapy/ (MBBS/ BAMS/BNYS/ BUMS) with continuing education) with NA of experience</p> <p>OR</p> <p>Completed 3 year UG degree program after 12th (in the relevant field (Physiotherapy/ (MBBS/ BAMS/BNYS/ BUMS) with 1 Year of experience relevant experience</p>
<b>Minimum Level of Education for Training in School</b>	Not Applicable
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	29/09/2028
<b>NSQC Approval Date</b>	29/09/2023
<b>Version</b>	1.0
<b>Reference code on NQR</b>	QG-06-HE-01022-2023-V1-HSSC
<b>NQR Version</b>	1.0

## Qualification Pack

# HSS/N4104: Check the readiness of set up, patient for cupping therapy procedure

## Description

This unit covers the knowledge, understanding and skills required by an individual to meet pre-procedure requirements of Cupping therapy procedures such as guiding the assistants to prepare patients, units and material required for cupping session

## Scope

The scope covers the following :

- Pre-Procedural Requirement of cupping therapy

## Elements and Performance Criteria

### *Pre-Procedural Requirement of Cupping Therapy*

To be competent, the user/individual on the job must be able to:

- PC1.** wear personal protective equipment
- PC2.** maintain Hand Hygiene
- PC3.** ensure self-good health with no chest infection, boils etc. to avoid contamination
- PC4.** introduce oneself to the Patient and communicate in a way to reflect gender sensitivity
- PC5.** empathize with Persons with Disability (PwD)
- PC6.** ensure privacy is maintained all the time
- PC7.** conduct and record pre assessment details of client to assess readiness for the cupping procedure
- PC8.** seek and document consent for the procedure as per dry or wet cupping requirements
- PC9.** ascertain pathology report to rule out any blood/fluid/ borne diseases like HIV, HBsAg, or scanning etc. or bleeding tendencies
- PC10.** instruct the assistant to help the patient in changing the clothes
- PC11.** ensure conducive ambience, environment and cleanliness in the workplace is maintained
- PC12.** encourage patient to ask questions, seek advice and express any concerns
- PC13.** guide the assistant to assemble the required instruments for wet or dry cupping procedure

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant standards, regulations, and guidelines for infection control practices
- KU2.** cupping therapy as per different systems of medicine such as Ayurveda, Unani, Chinese medicine etc
- KU3.** history of cupping therapy
- KU4.** traditional and scientific approaches of cupping therapy

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- KU5.** various equipments and types of cups used in cupping therapy
- KU6.** various materials used to make cups such as glass, plastic, bamboo etc
- KU7.** various methods of cleaning, disinfecting, and sterilizing different materials of cups
- KU8.** process of maintaining safe and hygienic environment in the treatment room
- KU9.** mechanisms of Cupping Therapy in relation to changes in the body.
- KU10.** methods of Cupping Therapy with its indication, duration, contraindication and complication
- KU11.** patient positioning: Sitting, Prone, Supine, and lateral recumbent/Sim's Lateral
- KU12.** hand hygiene methods to be employed in the treatment.
- KU13.** complications during the treatment and it's management

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate in a clear manner
- GS2.** read Standard Operating Procedures (SOPs) related to equipment management and infection control techniques
- GS3.** complete all the activities in a timely manner

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Pre-Procedural Requirement of Cupping Therapy</i>	<b>103</b>	<b>100</b>	<b>50</b>	<b>60</b>
<b>PC1.</b> wear personal protective equipment	-	-	-	-
<b>PC2.</b> maintain Hand Hygiene	-	-	-	-
<b>PC3.</b> ensure self-good health with no chest infection, boils etc. to avoid contamination	-	-	-	-
<b>PC4.</b> introduce oneself to the Patient and communicate in a way to reflect gender sensitivity	-	-	-	-
<b>PC5.</b> empathize with Persons with Disability (PwD)	-	-	-	-
<b>PC6.</b> ensure privacy is maintained all the time	-	-	-	-
<b>PC7.</b> conduct and record pre assessment details of client to assess readiness for the cupping procedure	-	-	-	-
<b>PC8.</b> seek and document consent for the procedure as per dry or wet cupping requirements	-	-	-	-
<b>PC9.</b> ascertain pathology report to rule out any blood/fluid/ borne diseases like HIV, HBsAg, or scanning etc. or bleeding tendencies	-	-	-	-
<b>PC10.</b> instruct the assistant to help the patient in changing the clothes	-	-	-	-
<b>PC11.</b> ensure conducive ambience, environment and cleanliness in the workplace is maintained	-	-	-	-
<b>PC12.</b> encourage patient to ask questions, seek advice and express any concerns	-	-	-	-
<b>PC13.</b> guide the assistant to assemble the required instruments for wet or dry cupping procedure	-	-	-	-
<b>NOS Total</b>	<b>103</b>	<b>100</b>	<b>50</b>	<b>60</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4104
<b>NOS Name</b>	Check the readiness of set up, patient for cupping therapy procedure
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Unani
<b>NSQF Level</b>	6
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	29/09/2023
<b>Next Review Date</b>	29/09/2028
<b>NSQF Clearance Date</b>	29/09/2023

## Qualification Pack

### HSS/N4105: Carry out dry cupping therapy procedure

#### Description

This unit covers the knowledge and skills required to carry out dry cupping therapy procedures

#### Scope

The scope covers the following :

- Carry out Dry Cupping therapy procedure

#### Elements and Performance Criteria

##### *Carry Out Dry Cupping Therapy Procedure*

To be competent, the user/individual on the job must be able to:

- PC1.** instruct the assistant to clean the treatment part with an antiseptic liquid before applying the cups whenever necessary
- PC2.** perform dry cupping techniques as per the requirement and need on basis of manifestation of disease such as facial cupping, laser, magnetic, flash, Ice, water, herbal, hot, needle, fire etc
- PC3.** ensure the patient is comfortable during the procedure
- PC4.** manage immediately in case of a complications arising during the procedure such as fainting, deviations in the vital signs or any other adverse reaction
- PC5.** perform dressing if any blisters have appeared
- PC6.** discard the consumables like gauze pieces, Acupuncture needles according as per waste management protocols

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** understand the cultural sensitivity of the patient
- KU2.** procedure for safe practice, relevant Indian hospital standards, regulations, and guidelines
- KU3.** dry Cupping as per various traditional system of medicine
- KU4.** types of dry cupping such as weak/ light cupping, medium cupping, strong cupping, moving or massage cupping, needle cupping, hot cupping/ moxa cupping, empty/flash Cupping, herbal cupping, water cupping, ice cupping, magnetic cupping
- KU5.** detailed understanding of Dry Cupping methods like Herbal Cupping, Moving Cupping, Magnetic Cupping, Water Cupping, Ice Cupping, Moxa Cupping, Needle Cupping with its indication and contraindication
- KU6.** various equipment and types of cups used in Dry cupping therapy
- KU7.** preprocedural, Procedural and post procedural of Dry Cupping
- KU8.** implications of cupping therapy on structural and functional aspect of the body as per disease
- KU9.** complications and Management in Dry Cupping Therapy

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- KU10.** the correct use and disposing of PPEs, gloves etc
- KU11.** concept of diversion and detoxification as per manipulative technique of cupping therapy
- KU12.** concept of Trigger point release, Myofascial release, Active release technique, Active assisted exercise using Dry Cupping
- KU13.** concept of Yoga Cupping through Active assisted postures
- KU14.** concept of Five Element theory and its application using energy system in Dry Cupping Process.

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write call logs, reports, task lists, and schedules appropriately
- GS2.** communicate in a clear manner
- GS3.** complete all the activities in a timely manner
- GS4.** build rapport with the patient's/ client's family members
- GS5.** read and interpret written instructions and prescriptions of the AYUSH practitioner if necessary

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry Out Dry Cupping Therapy Procedure</i>	<b>100</b>	<b>90</b>	<b>50</b>	<b>60</b>
<b>PC1.</b> instruct the assistant to clean the treatment part with an antiseptic liquid before applying the cups whenever necessary	-	-	-	-
<b>PC2.</b> perform dry cupping techniques as per the requirement and need on basis of manifestation of disease such as facial cupping, laser, magnetic, flash, Ice, water, herbal, hot, needle, fire etc	-	-	-	-
<b>PC3.</b> ensure the patient is comfortable during the procedure	-	-	-	-
<b>PC4.</b> manage immediately in case of a complications arising during the procedure such as fainting, deviations in the vital signs or any other adverse reaction	-	-	-	-
<b>PC5.</b> perform dressing if any blisters have appeared	-	-	-	-
<b>PC6.</b> discard the consumables like gauze pieces, Acupuncture needles according as per waste management protocols	-	-	-	-
<b>NOS Total</b>	<b>100</b>	<b>90</b>	<b>50</b>	<b>60</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4105
<b>NOS Name</b>	Carry out dry cupping therapy procedure
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Unani
<b>NSQF Level</b>	6
<b>Credits</b>	6
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	29/09/2023
<b>Next Review Date</b>	29/09/2028
<b>NSQF Clearance Date</b>	29/09/2023

## Qualification Pack

### HSS/N4106: Carry out wet cupping therapy procedure

#### Description

This unit covers the knowledge, understanding and skills required by an individual to prepare patient for wet cupping therapy procedure

#### Scope

The scope covers the following :

- Carry out wet cupping therapy procedure

#### Elements and Performance Criteria

##### *Carry out wet cupping therapy procedure*

To be competent, the user/individual on the job must be able to:

- PC1.** position the patient appropriately for the wet cupping therapy procedure
- PC2.** clean the desired area with antiseptic solution
- PC3.** perform mild massage and mild fomentation before proceeding to the main procedure.
- PC4.** ensure that aseptic techniques are used like using disposable surgical gloves, sterile cotton, bed rolls, disposable plastic cups, disposable surgical blades, surgical gown, and mask are used for all the processes
- PC5.** perform incision with a firm, skilled hand, should make incision on the skin, avoiding damage to the major vessels, nerves, vital structures
- PC6.** ensure that special care should be taken for cardiac, respiratory, vascular disorders before performing wet cupping
- PC7.** make appropriate adjustments during procedure to meet any changing needs
- PC8.** respect patients' boundaries at all times
- PC9.** seek patient feedback on comfort levels
- PC10.** check the patient well-being throughout and give reassurance wherever needed
- PC11.** seek help and support from other colleagues in case needed on emergency
- PC12.** apply the cups on the treatment area with the help of suction gun
- PC13.** observe any unusual observations during the procedure such as discomfort to the patient etc
- PC14.** follow 4 step procedure of wet cupping as per guidelines.
- PC15.** manage immediately in case of complications arising after the procedure such as fainting, uncontrolled bleeding, deviations in the vital signs or any other adverse reaction
- PC16.** perform dressing in the area if any blisters have appeared
- PC17.** clean the Cupped area with antiseptic liquid after the treatment
- PC18.** discard the consumables like gauze pieces, needles according to the waste management protocols
- PC19.** guide the patient about specific post- procedure precautions such as strict adherence to diet plan, activities, Precautions and not to take bath upto 24 hours
- PC20.** inform the patient about the next follow- up schedule

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**PC21.** complete and maintain records in accordance with professional and legal requirements

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** concept of Cupping Therapy, it's objectives, benefits, Scope, Indication, Precautions and Contraindication of Wet Cupping procedure
- KU2.** procedure, tools, and techniques related to wet cupping therapy procedure
- KU3.** relevant cleaning, disinfection and sterilization standards, regulations, and guidelines to be followed in wet cupping therapy
- KU4.** concept of wet cupping therapy, its objectives, benefits, indications and contraindications and safety practices
- KU5.** various equipment and types of cups used in wet cupping therapy
- KU6.** identification of different kinds of skin marks during cupping therapy
- KU7.** preprocedural, procedural and post procedural care after wet cupping procedure
- KU8.** complications and management in Wet Cupping Therapy.
- KU9.** procedure, tools, and techniques related to wet cupping therapy session
- KU10.** various Precautionary pathological test and its interpretation like CBC, RBS, Bleeding time, clotting time, HBSAg, HIV, RTPCR etc.in chronic diseases
- KU11.** methods, etiopathology, and mechanism of wet cupping therapy
- KU12.** various aspects of wet cupping therapy procedure like, creating incisions, areas to avoid during creation of incisions, dimensions of incisions
- KU13.** the correct use and disposing of PPEs, gloves etc
- KU14.** concept of diversion and detoxification of Wet cupping therapy
- KU15.** specific points on the body in respect to Cupping application
- KU16.** application of Cupping Therapy as per various diseases by Wet Cupping

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write call logs, reports, task lists, and schedules
- GS2.** write and speak in a clear manner
- GS3.** build rapport with the patient's/ client's family members
- GS4.** maintain cordial relationships with all other team members

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out wet cupping therapy procedure</i>	<b>110</b>	<b>67</b>	<b>50</b>	<b>80</b>
<b>PC1.</b> position the patient appropriately for the wet cupping therapy procedure	-	-	-	-
<b>PC2.</b> clean the desired area with antiseptic solution	-	-	-	-
<b>PC3.</b> perform mild massage and mild fomentation before proceeding to the main procedure.	-	-	-	-
<b>PC4.</b> ensure that aseptic techniques are used like using disposable surgical gloves, sterile cotton, bed rolls, disposable plastic cups, disposable surgical blades, surgical gown, and mask are used for all the processes	-	-	-	-
<b>PC5.</b> perform incision with a firm, skilled hand, should make incision on the skin, avoiding damage to the major vessels, nerves, vital structures	-	-	-	-
<b>PC6.</b> ensure that special care should be taken for cardiac, respiratory, vascular disorders before performing wet cupping	-	-	-	-
<b>PC7.</b> make appropriate adjustments during procedure to meet any changing needs	-	-	-	-
<b>PC8.</b> respect patients' boundaries at all times	-	-	-	-
<b>PC9.</b> seek patient feedback on comfort levels	-	-	-	-
<b>PC10.</b> check the patient well-being throughout and give reassurance wherever needed	-	-	-	-
<b>PC11.</b> seek help and support from other colleagues in case needed on emergency	-	-	-	-
<b>PC12.</b> apply the cups on the treatment area with the help of suction gun	-	-	-	-
<b>PC13.</b> observe any unusual observations during the procedure such as discomfort to the patient etc	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> follow 4 step procedure of wet cupping as per guidelines.	-	-	-	-
<b>PC15.</b> manage immediately in case of complications arising after the procedure such as fainting, uncontrolled bleeding, deviations in the vital signs or any other adverse reaction	-	-	-	-
<b>PC16.</b> perform dressing in the area if any blisters have appeared	-	-	-	-
<b>PC17.</b> clean the Cupped area with antiseptic liquid after the treatment	-	-	-	-
<b>PC18.</b> discard the consumables like gauze pieces, needles according to the waste management protocols	-	-	-	-
<b>PC19.</b> guide the patient about specific post-procedure precautions such as strict adherence to diet plan, activities, Precautions and not to take bath upto 24 hours	-	-	-	-
<b>PC20.</b> inform the patient about the next follow- up schedule	-	-	-	-
<b>PC21.</b> complete and maintain records in accordance with professional and legal requirements	-	-	-	-
<b>NOS Total</b>	<b>110</b>	<b>67</b>	<b>50</b>	<b>80</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4106
<b>NOS Name</b>	Carry out wet cupping therapy procedure
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Unani
<b>NSQF Level</b>	6
<b>Credits</b>	6.5
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	29/09/2023
<b>Next Review Date</b>	29/09/2028
<b>NSQF Clearance Date</b>	29/09/2023

## Qualification Pack

### HSS/N9622: Follow sanitization and infection control guidelines

#### Description

This OS unit is about following ways for sanitization to prevent the spread of infection as per sectoral working requirements.

#### Scope

The scope covers the following :

- Social distancing practices
- Personal and workplace hygiene
- Waste disposal methods
- Reporting and information gathering
- Mental and emotional wellbeing

#### Elements and Performance Criteria

##### *Social distancing practices*

To be competent, the user/individual on the job must be able to:

- PC1.** maintain appropriate social distance as per specified protocols, for example, while greeting people, when in crowded places, using contactless mode of delivery of goods, etc.
- PC2.** carry out daily tasks using alternate methods e.g. virtual meetings, e-payments, etc.

##### *Personal and workplace hygiene*

To be competent, the user/individual on the job must be able to:

- PC3.** follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.
- PC4.** follow recommended workplace hygiene and sanitation practices, for example, sanitizing workstation and equipment regularly, using disposable wipes and utensils, using alternative systems to mark attendance, etc.
- PC5.** clean and disinfect all materials/supplies before and after use.

##### *Waste disposal methods*

To be competent, the user/individual on the job must be able to:

- PC6.** segregate waste as per guidelines
- PC7.** dispose waste as per guidelines

##### *Reporting and information gathering*

To be competent, the user/individual on the job must be able to:

- PC8.** keep abreast of the latest information and guidelines from reliable sources.
- PC9.** report signs and symptoms related to illness of self and others immediately to appropriate authority

##### *Mental and emotional wellbeing*

To be competent, the user/individual on the job must be able to:

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**PC10.** seek help and guidance in case of stress and anxiety

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** solid waste management Rules 2016
- KU2.** significance of personal hygiene practice including hand hygiene
- KU3.** social distancing norms
- KU4.** correct method of donning and doffing of PPE
- KU5.** significance of appropriate waste disposal methods and organizational and national waste management principles and procedures
- KU6.** ways to handle waste appropriately to reduce the risk of contamination
- KU7.** the logistics of waste management
- KU8.** the current national legislation, guidelines, local policies, and protocols related to work
- KU9.** ways to manage infectious risks in the workplace
- KU10.** the path of disease transmission
- KU11.** different methods of cleaning, disinfection, sterilization, and sanitization
- KU12.** the types of cleaning agents
- KU13.** symptoms of infections like fever, cough, redness, swelling and inflammation
- KU14.** signs of stress and anxiety

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write formal and informal letters/emails, memos, reports, etc
- GS2.** read and interpret internal communications correctly
- GS3.** communicate the information effectively during interactions
- GS4.** analyze situations and make appropriate decisions
- GS5.** prioritize, organize, and accomplish work within prescribed timelines

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Social distancing practices</i>	<b>5</b>	<b>3</b>	-	-
<b>PC1.</b> maintain appropriate social distance as per specified protocols, for example, while greeting people, when in crowded places, using contactless mode of delivery of goods, etc.	-	-	-	-
<b>PC2.</b> carry out daily tasks using alternate methods e.g. virtual meetings, e-payments, etc.	-	-	-	-
<i>Personal and workplace hygiene</i>	<b>4</b>	<b>4</b>	-	-
<b>PC3.</b> follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	-	-	-	-
<b>PC4.</b> follow recommended workplace hygiene and sanitation practices, for example, sanitizing workstation and equipment regularly, using disposable wipes and utensils, using alternative systems to mark attendance, etc.	-	-	-	-
<b>PC5.</b> clean and disinfect all materials/supplies before and after use.	-	-	-	-
<i>Waste disposal methods</i>	<b>3</b>	<b>2</b>	-	-
<b>PC6.</b> segregate waste as per guidelines	-	-	-	-
<b>PC7.</b> dispose waste as per guidelines	-	-	-	-
<i>Reporting and information gathering</i>	<b>3</b>	<b>2</b>	-	-
<b>PC8.</b> keep abreast of the latest information and guidelines from reliable sources.	-	-	-	-
<b>PC9.</b> report signs and symptoms related to illness of self and others immediately to appropriate authority	-	-	-	-
<i>Mental and emotional wellbeing</i>	<b>2</b>	<b>2</b>	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. seek help and guidance in case of stress and anxiety	-	-	-	-
<b>NOS Total</b>	<b>17</b>	<b>13</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N9622
<b>NOS Name</b>	Follow sanitization and infection control guidelines
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	29/09/2023
<b>Next Review Date</b>	29/09/2028
<b>NSQC Clearance Date</b>	29/09/2023

## Qualification Pack

### DGT/VSQ/N0103: Employability Skills (90 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

- PC4.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC5.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC6.** recognize the significance of 21st Century Skills for employment

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- PC7.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life
- PC8.** adopt a continuous learning mindset for personal and professional development

### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

- PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC11.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

- PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes
- PC13.** prepare a career development plan with short- and long-term goals

### *Communication Skills*

To be competent, the user/individual on the job must be able to:

- PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings
- PC15.** use active listening techniques for effective communication
- PC16.** communicate in writing using appropriate style and format based on formal or informal requirements
- PC17.** work collaboratively with others in a team

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

- PC18.** communicate and behave appropriately with all genders and PwD
- PC19.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

- PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.
- PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook
- PC22.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC23.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

- PC24.** operate digital devices and use their features and applications securely and safely
- PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.
- PC26.** display responsible online behaviour while using various social media platforms

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- PC27.** create a personal email account, send and process received messages as per requirement
- PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC29.** utilize virtual collaboration tools to work effectively

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

To be competent, the user/individual on the job must be able to:

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services

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- KU11.** components of salary and how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account
- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>5</b>	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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 the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).

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5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.

### Minimum Aggregate Passing % at QP Level : 70

**(Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HSS/N4104.Check the readiness of set up, patient for cupping therapy procedure	103	100	50	60	313	30
HSS/N4105.Carry out dry cupping therapy procedure	100	90	50	60	300	30
HSS/N4106.Carry out wet cupping therapy procedure	110	67	50	80	307	20
HSS/N9622.Follow sanitization and infection control guidelines	17	13	-	-	30	10
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>	<b>1000</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### 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>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	Scope is a 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 quality of performance required.

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<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment 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.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.