



Model Curriculum

QP Name: COVID Frontline Worker (Advanced Care Support)

QP Code: HSS/Q5605

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

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Training Parameters

| | |
|---|----------------------------|
| Sector | Healthcare |
| Sub-Sector | Allied Health & Paramedics |
| Occupation | Patient Care Services |
| Country | India |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/5329.0101 |
| Minimum Educational Qualification and Experience | 10th Class |
| Pre-Requisite License or Training | |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | 28/05/2021 |
| Next Review Date | |
| NSQC Approval Date | |
| QP Version | 1.0 |
| Model Curriculum Creation Date | |
| Model Curriculum Valid Up to Date | |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 786 Hours |
| Maximum Duration of the Course | 786 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.

- Discuss the role of a COVID Frontline Worker (Advanced Care Support).
- Assist patient in maintaining activities of daily living such as bathing, dressing, eating, drinking, grooming up, elimination needs of the patient.
- Practice infection control measures.
- Promote safety, understand usage of protective devices and demonstrate precautions to be taken while usage of Oxygen.
- Demonstrate Advanced Life Support, Cardiopulmonary Resuscitation and other actions in the event of medical and facility emergencies.
- Assist nurse in critical care unit.
- Maintain a safe, healthy and secure environment.
- Follow Sanitization and Infection Control Guidelines.
- Compile information related to the job role about COVID specific care facilities, portals, and resources from latest updates about COVID protocols.
- Demonstrate the patient positioning and ambulation including proning inhalation.
- Provide assistance in reading and recording vital parameters such as pulse, SpO2, BP, temperature, etc.
- Recording and maintaining the documentation required for COVID patient including data entry as per guidelines.
- Working of Advanced equipment (Oxygen Concentrator, Oxygen Cylinder, Nebulizer, ECG and Pulse oximeter etc).

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 |
|---|-----------------|--------------------|--|--|----------------|
| HSS/N9622: Follow Sanitization and Infection Control Guidelines NOS Version No. 1.0 NSQF level 3 | 02:00 | 04:00 | 03 Months (72 Days @8 hours/Day) | 00:00 | 786:00 |
| Module 1: Infection control practices and waste management | 02:00 | 04:00 | | 00:00 | |
| HSS/N5125 Assist patient in maintaining the activities of daily living. NOS Version No. 1.0 NSQF level 4 | 26:00 | 19:00 | | 00:00 | |

| | | | | | |
|--|--------------|--------------|--|--------------|--|
| Module 2: Introduction to the Program | 03:00 | 01:00 | | 00:00 | |
| Module 3: Introduction to Human Body- Structure & Function | 03:00 | 00:00 | | 00:00 | |
| Module 4: Support patient in maintain daily living activities | 20:00 | 18:00 | | 00:00 | |
| HSS/N5115 Carry out last office (death care) NOS Version No. 1.0 NSQF level 4 | 09:00 | 06:00 | | 00:00 | |
| Module 5: Carry out last office (death care) | 09:00 | 06:00 | | 00:00 | |
| HSS/N5126 Assist nurse in implementation of nursing care plan NOS Version 1.0 NSQF Level 4 | 30:00 | 18:00 | | 00:00 | |
| Module 6: Provide support to nurse for implementing nursing care plan | 12:00 | 09:00 | | 00:00 | |
| Module 7: Prepare patient unit | 18:00 | 09:00 | | 00:00 | |
| HSS/N5127 Provide ancillary services for supporting patient care NOS Version 1.0 NSQF Level 4 | 09:00 | 27:00 | | 00:00 | |
| Module 8: Support during ancillary services | 09:00 | 27:00 | | 00:00 | |
| HSS/N5130 Assist nurse in performing procedures as instructed in the care plan at critical/Intensive care units NOS Version 1.0 NSQF Level 4 | 18:00 | 33:00 | | 00:00 | |
| Module 9: Assist nurse in critical care units | 18:00 | 33:00 | | 00:00 | |
| Bridge Module: | 02:00 | 07:00 | | 00:00 | |
| Module 10: Understanding the working of Advanced equipment (Oxygen Concentrator, Oxygen Cylinder, Nebulizer, ECG and Pulse oximeter, Steam Inhalation, Suction | 02:00 | 07:00 | | 00:00 | |

| | | | | | |
|---------------------------|--------------|---------------|---|--------------|---------------|
| Apparatus | | | | | |
| Total Duration | 96:00 | 114:00 | 03 Months (72 Days @8 hours/Day) | 00:00 | 786:00 |

Module Details

Module 1: Infection control practices and waste management

Mapped to: HSS/N9622, v1.0

Terminal Outcomes:

- Apply self-hygiene and social distancing practices and follow infection control guidelines.
- Demonstrate correct waste disposal methods as per guidelines and regulations.

| Duration: 05:00 | Duration: 04:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the concept of disease outbreak, epidemics, and pandemics and their impact on society at large. • Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic. • Differentiate between self-quarantine and self-isolation and their significance. • Discuss the significance of social distancing and alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.) during a pandemic. • Discuss the significance of conforming to Advanced personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc. • List various surfaces that may serve as potential fomites at workplace. • Identify PPE to be used at workplace and the process of donning, doffing, and discarding them. • Discuss the importance and process of identifying and reporting symptoms to the concerned authorities. • Discuss organizational hygiene and sanitation guidelines and ways of following them and reporting breaches/gaps if any. • Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of waste. • Discuss the ways of dealing with stress and anxiety during a disease outbreak. | <ul style="list-style-type: none"> • Show how to sanitize and disinfect one's work area regularly. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.). • Prepare a list of relevant hotline/emergency numbers. • Select different types of waste and various types of colour coded bins/containers used for disposal of waste. |
| Classroom Aids: | |
| Computer with internet, Video presentation | |
| Tools, Equipment and Other Requirements | |
| E-modules depicting sanitization, infection control and waste disposal practices | |

Module 2: Introduction to the Program

Mapped to: Bridge Module

Terminal Outcomes:

- Give an overview of the Healthcare Industry in India.
- Describe the different departments in a hospital.
- Identify the different tools and equipment specific to related job role.
- Discuss about COVID care facilities, resources for covid related information related to the job role.

| Duration: 01:00 | Duration: 02:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the role and responsibility of a COVID Frontline Worker (Advanced Care Support). • Discuss the code of ethics and therapeutic Communication. • Discuss in brief the healthcare delivery system. • Describe the various services offered to patients in a hospital setting. • Explain various departments and their functions in the hospital. • Explain the standard hierarchy of healthcare professionals in a healthcare facility. • Differentiate between the IPD and the OPD. • Explain about COVID specific care facilities, portals, and resources for latest updates about COVID protocols. • List different types of medical instruments and equipment used in the job role of a Advanced Care Support like patient bed, screen, BP apparatus, Wheelchair etc. | <ul style="list-style-type: none"> • Identify different types of medical instruments and equipment used in the job role of Advanced care support worker. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function | |
| Tools, Equipment and Other Requirements | |
| NA | |

Module 3: Introduction to Human Body- Structure & Function

Mapped to: Bridge Module

Terminal Outcomes:

- Explain the structure and function of human body.

| Duration: 06:00 | Duration: 00:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the organisation of body cells, tissues, organs, organ systems, membranes and glands in the human body. • Describe cell and various types of tissues. • Describe different types of organ systems. • Discuss different types of body fluids, secretions and excretions. | <ul style="list-style-type: none"> • Identify various body parts/organs including organs that can be donated using 3D models/ human organ system. • Prepare human body systems using charts and models. |
| -Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster | |
| Tools, Equipment and Other Requirements | |
| 3D models of human body and accessory organs, model human skeletal system, organ specimen. | |

Module 4: Support patient in maintaining daily living activities.

Mapped to: HSS/N5125, v1.0

Terminal Outcomes:

- Describe the importance of Positioning/transferring /mobility of patients.
- Demonstrate the method of various positioning.
- Demonstrate the use of various transfer equipment like wheelchair, stretcher etc.
- Discuss the significance of keeping record of intake and output of the patient.
- Explain about patient daily living activities like bathing, grooming, elimination, oral care, dressing, eating, drinking etc.
- Demonstrate the method of CPR as per COVID protocols.

| Duration: 20:00 | Duration: 18:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Learn the kinetics of joints and movements. • Discuss about maintaining daily living activities such as bed making, bathing, grooming , elimination, taking oral medications and feeding. • Apply general principles of movements. • Acquaint with the process and precaution to be taken care of while transferring the patient. • Explain the importance of positioning of a patient in his/her treatment and recovery. • Explain various types of positions and postures employed during procedures including proning inhalation in case of hypoxia. • Learn various kinds of means available for transferring patients. • Describe care to be taken while transferring patient. • Describe care while patient is walking or using assisted devices. • Identify pressure sores/ bed sores, understand causes for pressure sores (Bed sores). • Explain about importance of maintaining oral, skin and nail care. • Explain the importance of oral care in case of dentures and unconscious patient. • Discuss the significance of keeping record of intake and output of the patient. • Explain spill management. • Discuss the importance of conducting Cardio Pulmonary Resuscitation (CPR) as per COVID Protocols. | <ul style="list-style-type: none"> • Demonstrate the practical skills for maintaining activities of daily living for patient. • Demonstrate hand hygiene practice. • Demonstrate donning and doffing of PPE. • Practice various patient positioning on manikin. • Demonstrate the patient positioning and ambulation including proning inhalation. • Demonstrate the use of transfer equipment’s like bed, trolley, wheelchair, stretcher, crutches, walkers etc. • Practice ROM exercises. • Practice for measuring height & weight of patient using weighing machine and height meter. • Demonstrate the method of bathing and it’s types. • Observe the points during bathing which need to be reported. • Practice “after bath care” to the patient. • Demonstrate the patient positioning and ambulation including proning inhalation. • Demonstrate Cardio Pulmonary Resuscitation (CPR) as per COVID Protocols. • Demonstrate way to aid in reading and recording vital parameters such as pulse, SpO2, BP, temperature, etc. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, | |

Tools, Equipment and Other Requirements

Manikins, crutches, canes, walker, wheelchair, stretcher, patient bed

Module 5: Last office care

Mapped to: HSS/N5115, v1.0

Terminal Outcomes:

- Explain the signs of death.
- Do's and Don'ts during death care specially in COVID 19 bodies.

| | |
|---|---|
| Duration: 17:00 | Duration: 18:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss in brief the signs of death. • Discuss various cultural and religious sensitivities attached to death. • Explain the method of deceased body packing specially covid 19 bodies. • Explain the procedure of handing over the valuable items that the deceased might be wearing specially covid 19 bodies. • Describe the process of deceased body identification details as per the hospital policies. | <ul style="list-style-type: none"> • Demonstrate the skill set for dead body packaging specially covid 19 bodies. • Demonstrate the shifting and tagging of the body to the mortuary specially covid 19 bodies. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B | |
| Tools, Equipment and Other Requirements | |
| Manikin, bed sheet, identification band/ label, personal care tray, patient dress, bandages, cotton, adhesive tape | |

Module 6: Assist nurse in implementation of nursing care plan

Mapped to: HSS/N5126, v1.0

Terminal Outcomes:

- Provide support to nurse for implementing nursing care plan.

| Duration: 12:00 | Duration: 09:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explore the needs and expectations of the patient and his/her goals for the intervention. • Identify current or previous interventions that the patient may have experienced and the immediate requirements of his/her individualized care plan. • Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the patient is protected. • Ensure patient centricity. • Understand patient monitoring and after care. • Ensure effective communication between the patient and the significant other about the prognosis. | <ul style="list-style-type: none"> • Implement the intervention in a safe and effective manner, using evidence-based practices and processes. • Practice the method to minimize any discomfort to the patient within the constraints imposed by the intervention method. • Encourage the carers to give appropriate support to the patient throughout the intervention. • Monitor the effects of the intervention on the patient throughout the process and identify any indications of increased risk. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster. | |
| Tools, Equipment and Other Requirements | |
| Manikin, oral care tray, air mattress, bed linen, intake output charts, bath basins, bathing tray, hair care tray, shampoo, soap, spirit, oil, toothpaste, toothbrush, skin care tray, nail care tray wheelchair, trolley, CPR Manikin, Wheelchair, bedpan, urinal, bed linen, urinary catheter, adult diaper etc | |

Module 7: Prepare Patient Unit

Mapped to: HSS/N5126, v1.0

Terminal Outcomes:

- Demonstrate the process of bed making.
- Demonstrate the method of prepare patient room for admission.

| Duration: 18:00 | Duration: 09:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe various types of linen used in hospital. • Explain the need of periodic changing of linen. • Describe how to prepare room for admission. • Discuss various types of beds and their making. | <ul style="list-style-type: none"> • Practice Admission and discharges of the patient • Perform bed making. • Demonstrate different types of bed. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster. | |
| Tools, Equipment and Other Requirements | |
| Bed linen, Blanket, Pillow, Pillow cover, Bed, Bedside locker etc. | |

Module 8: Provide ancillary services for supporting patient care

Mapped to: HSS/N5127, v1.0

Terminal Outcomes:

- Demonstrate the process of specific care routines of the patients like geriatric, paralytic, bed ridden and immobile etc.
- Demonstrate the method of documentation, data entry and their retrieval.

| Duration: 09:00 | Duration: 27:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the difference between a patient requiring routine care and patient requiring specific care. • Pay attention to patients who are bedridden or with altered sensorium. • Ensure proper nutritional, sanitary and elimination need of the patients. • Explain the specific care routines of the patients like geriatric, paralytic, immobile, bed ridden etc. • Identify pressure sores/ bed sores, understand causes for pressure sores (Bed sores). • Explain about need for and importance of back care to bed ridden and unconscious patients. • Recording and maintain the documentation required for COVID patient including data entry as per guidelines. | <ul style="list-style-type: none"> • Demonstrate the skills required for specific care routines of the patients like geriatric, paralytic, immobile, unconscious and bed ridden etc. • Demonstrate the method of back care. • Practice changing position. • Identify different computer components and setup operating system in a computer. • Create, format, and edit document application software such as MS Word, MS Excel, PowerPoint. • Perform data entry (Typing) in English, Hindi/Regional language with a reasonable speed and accuracy. • Perform data sharing/transfer data from/to computer through cables/ wireless modes using different mobile apps/ remote access software. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster. | |
| Tools, Equipment and Other Requirements | |
| Sample formats of reports and hospital documents | |

Module 9: Assist nurse in performing procedures as instructed in the care plan at Critical/Intensive care units (ICU).

Mapped to: HSS/N5130, v1.0

Terminal Outcomes:

- Provide support to nurse in critical care units.

| Duration: 18:00 | Duration: 33:00 |
|---|--|
| <p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Explain about the function and set up of Critical/Intensive care unit (ICU). • Discuss about various equipment used in ICU. • Explain about importance of keeping equipment handy at the time of an emergency. • Ensure equipment being used for the procedure are in line with the organizational protocols. • Explain about the dressing material required to assist the nurse during wound dressing. • Explain about daily routine checking & care of defibrillators, ECG Machines, syringe pump operations, alpha bed with algorithm. • Explain about patency of articles, drugs, equipment in the critical care unit. • Explain about need for and importance of timely changing position of the bedridden and comatose patient. | <p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate the practical skills for maintaining activities of daily living for patient. • Demonstrate hand hygiene practice. • Demonstrate donning and doffing of PPE. • Demonstrate the process of wound management esp. in case of dressing of pressure sore. • Demonstrate the method of disinfecting, cleaning/sterilization protocols in Intensive/Critical Care Unit. • Demonstrate the process of packing Instruments for Sterilization. • Demonstrate the correct method of transportation of specimens such as urine, sputum, blood, stool etc. • Demonstrate the measuring input and output chart. • Demonstrate the care of pressure sores. • Demonstrate the method of daily routine checking & care of defibrillators, ECG Machines, syringe pump operations, alpha bed with algorithm. • Demonstrate the process of reading and recording vital parameters such as pulse, SpO₂, BP, temperature, etc |
| <p>Classroom Aids:</p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.</p> | |
| <p>Tools, Equipment and Other Requirements</p> <p>Oxygen cylinder, Concentrator, pulse oximeter, spirometer, steam inhaler, suction apparatus, nebulizer etc</p> | |

Module 10: Working of Advanced medical equipment

Mapped to: Bridge Module

Terminal Outcomes:

- Explain the working of Basic equipment (Oxygen Concentrator, Oxygen Cylinder, Nebulizer, ECG and Pulse oximeter, Steam Inhalation, Suction Apparatus)

| Duration: 02:00 | Duration: 07:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the use and importance of oxygen concentrator, oxygen cylinder, nebulizer, ECG machine, pulse oximeter, steam inhaler, and suction Apparatus effectively. • Discuss about the fire safety protocols before, during and after handling of equipment. | <ul style="list-style-type: none"> • Demonstrate the method of operating oxygen concentrator, oxygen cylinder, nebulizer machine, ECG machine, pulse oximeter, steam inhaler, and suction apparatus. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster. | |
| Tools, Equipment and Other Requirements | |
| Oxygen cylinder, Concentrator, pulse oximeter, spirometer, steam inhaler, suction apparatus, nebulizer etc | |

Mandatory Duration: 576:00

Recommended Duration: 00:00

Module Name: On-the-Job Training

Location: On Site

Terminal Outcomes

- Follow covid appropriate behaviour (frequent handwashing and sanitization).
- Use COVID specific care facilities, portals, and resources for latest updates about COVID protocols.
- Demonstrate documentation and recording of equipment to hospital staff with data entry as per protocols including reading of instrument/equipment, recording and record maintenance.
- Perform the use of face mask, nasal cannula and nasal prongs and Nebulizer mask, operating oxygen concentrator, adjust oxygen flow rate in concentrator, method of cleaning of equipment and their attachments, use of finger pulse oximeter and ECG recording.
- Demonstrate the skill set for dead body packaging specially covid 19 bodies.
- Demonstrate the method of CPR as per the COVID protocol.
- Demonstrate the patient positioning and ambulation including proning inhalation.
- Demonstrate the use of transfer equipment's like bed, trolley, wheelchair, stretcher, crutches, walkers etc.
- Demonstrate the method of bedmaking.
- Demonstrate the process of bathing, grooming, and dressing of a patient.
- Demonstrate the shifting and tagging of the body to the mortuary specially covid 19 bodies.
- Demonstrate handling of biomedical waste from its segregation in different coloured dustbin as per the protocol.
- Demonstrate spillage management with 1% hypochlorite solution.
- Demonstrate donning and doffing off PPE.

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|-----------------------------------|---------------------------------|------------------------------|----------------|---------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Ph.D. | Nursing | 1 | | 0 | | |
| M.Sc | Nursing | 1 | | 0 | | |
| B.Sc. or Post Basic B.Sc. | Nursing | 1 | | 0 | | |
| Diploma | GNM (General Nursing Midwifery) | 3 | | 0 | | |

| Trainer Certification | |
|--|---|
| Domain Certification | Platform Certification |
| Certified for Job Role: "COVID Frontline Worker (Advanced Care Support)" mapped to QP: "HSS/Q5605 v1.0" with minimum score of 80%. | Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with minimum score of 80%. |

Assessor Requirements

| Assessor Prerequisites | | | | | | |
|-----------------------------------|---------------------------------|------------------------------|----------------|--------------------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training/Assessment Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Ph.D. | Nursing | 3 | | 0 | | |
| M. Sc | Nursing | 3 | | 0 | | |
| B.Sc. or Post Basic B.Sc. | Nursing | 3 | | 0 | | |
| Diploma | GNM (General Nursing Midwifery) | 5 | | 0 | | |

| Assessor Certification | |
|--|---|
| Domain Certification | Platform Certification |
| Certified for Job Role: "COVID Frontline Worker (Advanced Care Support)" mapped to QP: "HSS/Q5605 v1.0" with minimum score of 80%. | Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" 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 & 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 On the Job (OJT) training component, which is a mandatory part of the training, done by the candidate at a healthcare organization has to be appropriately captured as per OJT log book framework. This shall be assessed and would carry the weightage during final assessment done by HSSC as per assessment strategy defined for COVID Frontline Worker (Advanced Care Support).

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

| | |
|--|---|
| Sector | 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. |
| Sub-sector | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| 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 which apply uniquely in the Indian context. |
| Qualifications Pack (QP) | 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

| | |
|------|--|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| CPR | Cardio Pulmonary Resuscitation |
| | |