



# Model Curriculum

**NOS Name: Ophthalmic equipment and device services**

**QP Code: HSS/N0914**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

Healthcare Sector Skill Council || Healthcare Sector Skill Council, 520, DLF Tower A, 5th Floor, Jasola  
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## Training Parameters

|                                                         |                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sector</b>                                           | Healthcare                                                                                                                                                                                                                                                                                      |
| <b>Sub-Sector</b>                                       | Allied Health & Skilled Health Professionals                                                                                                                                                                                                                                                    |
| <b>Occupation</b>                                       | Non-Direct care                                                                                                                                                                                                                                                                                 |
| <b>Country</b>                                          | India                                                                                                                                                                                                                                                                                           |
| <b>NSQF Level</b>                                       | 4                                                                                                                                                                                                                                                                                               |
| <b>Aligned to NCO/ISCO/ISIC Code</b>                    | NCO-2015/3211.0501                                                                                                                                                                                                                                                                              |
| <b>Minimum Educational Qualification and Experience</b> | <ul style="list-style-type: none"> <li>• 12th grade pass or equivalent with 1.5 years of experience in biomedical instrumentation services</li> <li>or</li> <li>• Previous relevant Qualification of NSQF Level 4 with 1.5-year of experience in biomedical instrumentation services</li> </ul> |
| <b>Pre-Requisite License or Training</b>                | Not Applicable                                                                                                                                                                                                                                                                                  |
| <b>Minimum Job Entry Age</b>                            | 18 Years                                                                                                                                                                                                                                                                                        |
| <b>Last Reviewed On</b>                                 | 18/02/2025                                                                                                                                                                                                                                                                                      |
| <b>Next Review Date</b>                                 | 18/02/2028                                                                                                                                                                                                                                                                                      |
| <b>NSQC Approval Date</b>                               | 18/02/2025                                                                                                                                                                                                                                                                                      |
| <b>QP Version</b>                                       | 1.0                                                                                                                                                                                                                                                                                             |
| <b>Model Curriculum Creation Date</b>                   | 18/02/2025                                                                                                                                                                                                                                                                                      |
| <b>Model Curriculum Valid Up to Date</b>                | 18/02/2028                                                                                                                                                                                                                                                                                      |
| <b>Model Curriculum Version</b>                         | 1.0                                                                                                                                                                                                                                                                                             |
| <b>Minimum Duration of the Course</b>                   | 90 Hrs.                                                                                                                                                                                                                                                                                         |
| <b>Maximum Duration of the Course</b>                   |                                                                                                                                                                                                                                                                                                 |

## 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.

- Familiarize with medical device industry, categories of Ophthalmic equipment and devices
- Demonstrate technical skills during delivery, installation and set-up of the specified medical equipment/devices.
- Provide post-installation technical assistance and instruction to the hospital staff on the installed medicalequipment, operation and maintenance safely and correctly.
- Conduct scheduled calibration and periodic preventive maintenance
- Maintain inventory and supply chain of parts and supplies
- Diagnose, repair and provide on-call and on-site assistance for equipment malfunctions.
- Schedule and oversee third party repair and maintenance work
- Describe and follow safety procedures while working with the equipment and at the workplace
- Manage work efficiently in professional practice of bio-medical instrumentation services
- Demonstrate technical and communication skills while facilitating biomedical instrumentation services for medical equipment

### 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|------------------------------------------|--------------------------------------------|----------------|
| <a href="#">Module 1: Fundamental knowledge of function and operation of Ophthalmic equipment and devices</a>                                                                 | 20:00           | 15:00              | 00:00                                    | 00:00                                      |                |
| <a href="#">Module 2: Fundamentals on Installation, set-up, repair, maintenance, calibration and biomedical instrumentation Services for Ophthalmic equipment and devices</a> | 10:00           | 15:00              | 00:00                                    | 00:00                                      |                |
| <b>Total</b>                                                                                                                                                                  | <b>30:00</b>    | <b>30:00</b>       | <b>30:00</b>                             | <b>00:00</b>                               | <b>90:00</b>   |

## Module Details

### Module 1: Fundamental knowledge of function and operation of Ophthalmic equipment and devices

*Mapped to: HSS/N0914*

#### Terminal Outcomes:

- Differentiate between normal and abnormal functioning of the Ophthalmic equipment and devices.
- Apply the principles of operation of Ophthalmic equipment and devices during their inspection, performance evaluation, calibration, testing, etc.

| Duration: 20:00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Duration: 15:00                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theory – Key Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Practical – Key Learning Outcomes                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• List the various types of Ophthalmic equipment and devices required in the healthcare settings.</li> <li>• Discuss the basic features, specifications, functioning, risk category and operation of all Ophthalmic equipment and devices listed as per the latest guidelines.</li> <li>• List all possible spare parts, tools, different types of resources, and regulatory requirements for successful installation and operation of Ophthalmic equipment and devices.</li> <li>• Identify the circuits of the Ophthalmic equipment and devices.</li> <li>• Identify the electronic components in the Ophthalmic equipment and devices.</li> <li>• Identify different types of cables and connectors used in Ophthalmic equipment and devices.</li> <li>• Identify the types of socket outlets, plugs and wiring of sockets and plugs in the Ophthalmic equipment and devices.</li> <li>• Keep abreast of the latest technology or new medical equipment/device under category of Ophthalmic equipment and devices as per latest guidelines.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify name and uses of all listed Ophthalmic equipment and devices as per latest guidelines.</li> <li>• Demonstrate the basic functioning and operation of Ophthalmic equipment and devices.</li> <li>• Prepare a chart depicting various components of the Ophthalmic equipment and devices.</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                      |
| Dummy Ophthalmic equipment and devices as listed in CDSCO guidelines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |

## Module 2: Fundamentals on installation, set-up, repair, maintenance, calibration and biomedical instrumentation services for Ophthalmic equipment and devices

*Mapped to: HSS/N0914*

### Terminal Outcomes:

- Perform installation and setting-up of the Ophthalmic equipment and devices.
- Maintain defined periodicity of calibration, repair and maintenance of Ophthalmic equipment and devices.
- Carry out activities in compliance with all relevant laws, regulations, and codes for technology and technical safety laid down by regulatory bodies.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Duration: 10:00</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Duration: 15:00</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Theory – Key Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Practical – Key Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Discuss steps of procurement of the Ophthalmic equipment and devices on a qualitative, reasonable, timely and priority basis as per the consumer demand/specifications.</li> <li>• Discuss ways of finding the best possible manufactures, vendors, suppliers, service providers and third-party interface for procurement and set up the Ophthalmic equipment and devices.</li> <li>• Discuss specific points to remember for calibration and maintenance checklist for Ophthalmic equipment and devices.</li> <li>• Discuss necessary documentation required for each step, each person and each stakeholder involved in successful installation, calibration, preventive maintenance, technical assistance and repair of Ophthalmic equipment and devices as per policies, regulations and specifications.</li> <li>• State the relevant laws, regulations, and codes for technology and technical safety laid down by regulatory bodies for setting up and operationalization of Ophthalmic equipment and devices.</li> <li>• Identify specific safety hazards, troubleshooting techniques and the corrective measures to be taken with respect to Ophthalmic equipment and devices.</li> <li>• Discuss the escalation matrix to handle safety hazards with respect to Ophthalmic equipment and devices.</li> <li>• Discuss the standard biological precautions to be taken during diagnosis, repair, calibration and final testing/ verification of Ophthalmic equipment and devices.</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare a work-plan for the installation, calibration, preventive maintenance, technical assistance and repair of Ophthalmic equipment and devices indicating the deliverables, timelines, requisites, involved personnel, supportive equipment, tools, resources, and regulatory pre-requisites.</li> <li>• Prepare a sample work order depicting various specifications related to Ophthalmic equipment and devices.</li> <li>• Demonstrate the basic steps involved in facilitating periodic calibration, repair, maintenance and troubleshooting of Ophthalmic equipment and devices using the sample service manuals and circuit diagrams.</li> <li>• Demonstrate basic steps for facilitating the delivery, installation and set-up of Ophthalmic equipment and devices in mock set-up.</li> <li>• Perform a role play demonstrating post-installation instructions and user maintenance checklist for Ophthalmic equipment and devices.</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Dummy Ophthalmic equipment and devices as listed in CDSCO guidelines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Mandatory Duration:</b> 30:00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Recommended Duration:</b> 00:00 |
| <b>Module Name: On-the-Job Training</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |
| <b>Location: On Site</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |
| <b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• provide, or coordinate the provision of, appropriate information related to the set-up, features, routine use, trouble shooting, cleaning, and maintenance of all equipment provided</li> <li>• provide relevant information and/or instructions about infection control issues related to the use of all equipment provided</li> <li>• ensure that the hospital staff can use all equipment provided safely and effectively</li> <li>• make sure training and instructions provided to the hospital staff shall be commensurate with the risks, complexity, and manufacturer's instructions and/or specifications for the equipment</li> <li>• document all training and communication in the providers record, including the date, time, and signature of the person providing the service</li> <li>• demonstrate installation, set-up, operation, calibration, maintenance, internal components and functional verification testing of all equipment provided</li> </ul> |                                    |

# Annexure

## Trainer Requirements

| Trainer Prerequisites             |                                    |                              |                            |                     |                |         |
|-----------------------------------|------------------------------------|------------------------------|----------------------------|---------------------|----------------|---------|
| Minimum Educational Qualification | Specialization                     | Relevant Industry Experience |                            | Training Experience |                | Remarks |
|                                   |                                    | Years                        | Specialization             | Years               | Specialization |         |
| B.E./B.Tech.                      | Bio-medical Engineer               | 1                            |                            |                     |                |         |
| B.Sc.                             | Bio-medical Instrumentation        | 2                            |                            |                     |                |         |
| B.E./B.Tech.                      | Electrical/ Mechanical Engineering | 3                            | Biomedical instrumentation |                     |                |         |

| Trainer Certification                                                                                                                               |                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain Certification                                                                                                                                | Platform Certification                                                                                                                                                 |
| Certified for Job Role: “Medical Equipment Assistant (Ophthalmic equipment and devices)” mapped to QP: “HSS/N5601, v4.0” 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 |         |
| B.E./B.Tech.                      | Bio-medical Engineer               | 2                            |                            | 1                              |                |         |
| B.Sc.                             | Bio-medical Instrumentation        | 3                            |                            | 1                              |                |         |
| B.E./B.Tech.                      | Electrical/ Mechanical Engineering | 4                            | Biomedical instrumentation | 1                              |                |         |

| Assessor Certification                                                                                                                              |                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain Certification                                                                                                                                | Platform Certification                                                                                                                                                   |
| Certified for Job Role: “Medical Equipment Assistant (Ophthalmic equipment and devices)” mapped to QP: “HSS/N5601, v4.0” with minimum score of 80%. | Recommended that the Assessor 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. On-Job Training:** OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

**4. 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

| Term                         | Description                                                                                                                                                                                                                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Declarative Knowledge</b> | Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.                                                                                                                                                                       |
| <b>Key Learning Outcome</b>  | Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| <b>OJT (M)</b>               | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site                                                                                                                                                                                                                            |
| <b>OJT (R)</b>               | On-the-job training (Recommended); trainees are recommended the specified hours of training on site                                                                                                                                                                                                                               |
| <b>Procedural Knowledge</b>  | Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.                                                                                                                                |
| <b>Training Outcome</b>      | Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .                                                                                                                                                                                            |
| <b>Terminal Outcome</b>      | Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.                                                                                                                               |

## Acronyms and Abbreviations

| Term | Description                             |
|------|-----------------------------------------|
| QP   | Qualification Pack                      |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS  | National Occupational Standards         |
| CPR  | Cardio-pulmonary Resuscitation          |
| PPE  | Personal Protective Equipment           |