



Model Curriculum

QP Name: Home Health Aide Trainee

QP Code: HSS/Q5106

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

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

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Training Parameters

Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Patient Care Services
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2240.0400
Minimum Educational Qualification And Experience	10 th Pass
Pre-Requisite License or Training	Not Applicable
Training Age	14 Years
Last Reviewed On	18/02/2025
Next Review Date	18/02/2028
NSQC Approval Date	18/02/2025
QP Version	2.0
Model Curriculum Creation Date	18/02/2025
Model Curriculum Valid Up to Date	18/02/2028
Model Curriculum Version	1.0
Minimum Duration of the Course	420 hrs.
Maximum Duration of the Course	420 hrs.

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.

- Explain the role and responsibilities of a Home health aide Trainee
- Provide care pertaining to hygiene and grooming at home setting
- Maintain proper body mechanics while handling the patient
- Ensure patient safety while carrying out procedures
- Support patients with diverse needs such as geriatric/paralytic/ immobile patient in implementation of their care plan
- Apply infection control measures and dispose biomedical waste according to the standard protocols
- Assist in maintaining nutrition and hydration and elimination needs
- Promote safety and demonstrate proper usage of personal protective 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
HSS/N5133: Assist patient in bathing, dressing up and grooming	35:00	40:00	00:00	00:00	75:00
Module 1: Bathing, grooming and dressing up a patient	35:00	40:00	00:00	00:00	70:00
HSS/N5104: Support individuals to eat and drink	25:00	20:00	00:00	00:00	45:00
Module 2: Introduction to human anatomy and physiology	15:00	10:00	00:00	00:00	25:00
Module 3: Nutrition and hydration	10:00	10:00	00:00	00:00	20:00
HSS/N5105: Assist patient in maintaining normal elimination	20:00	25:00	00:00	00:00	45:00
Module 4: Elimination needs	20:00	25:00	00:00	00:00	45:00
HSS/N5136: Support patients with diverse needs in coping up with their health conditions	30:00	30:00	00:00	00:00	60:00
Module 5: Therapeutic Communication with patient at home	30:00	30:00	00:00	00:00	60:00

HSS/N5137: Implement the interventions planned for patients with diverse needs	65:00	40:00	00:00	00:00	105:00
Module 6: Principles of Body mechanics	15:00	15:00	00:00	00:00	25:00
Module 7: Patient Positioning and ambulation at home	20:00	15:00	00:00	00:00	35:00
Module 8: Care plan implementation and fall Prevention	30:00	10:00	00:00	00:00	40:00
HSS/N9617: Maintain a safe, healthy, and secure environment	15:00	15:00	00:00	00:00	30:00
Module 9: Sanitation, Safety, and First Aid	15:00	15:00	00:00	00:00	30:00
HSS/N9618: Follow infection control policies & procedures including biomedical waste disposal protocols	20:00	10:00	00:00	00:00	30:00
Module 10: Self-hygiene and infection control guidelines	10:00	05:00	00:00	00:00	15:00
Module 11: Bio Medical Waste management	10:00	05:00	00:00	00:00	15:00
Total	210:00	180:00	00:00	00:00	390
Module 12: Employability Skills (30 Hours): DGT/VSQ/N0101	30:00	00:00	00:00	00:00	
Total	240:00	180:00	00:00	00:00	420:00

Module Details

Module 1: Bathing, Grooming and Dressing up a patient. Mapped to: HSS/N5133,

Terminal Outcomes:

- Demonstrate the techniques of Bed Bath.
- Describe the types of bed bath.
- Demonstrate the technique of dressing up a patient.
- Types of Bed sores
- Demonstrate the techniques of Nail, Hair, Eye, Oral and Back care.

Duration: 35:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the difference in care provided to routine patients, terminally ill and differently abled patients • Explain the importance of bathing and its types such as Sitz bath etc. • Enumerate points to observe during bathing which need to be reported • Identify the need of after bath care to the patient • List various changes to be observed and while providing bath and skin care • List early signs of pressure sores/ bed sores • Explain the causes of pressure sores (bed sores) • List various most comfortable and appropriate lying/ sitting positions, positioning of pillows etc. for bed- ridden patients to avoid bed sores • Explain the importance of maintaining oral care, skin and nail care • Explain the proper technique of dressing up a patient 	<ul style="list-style-type: none"> • Demonstrate the correct technique of bed bath. • Demonstrate the correct techniques of oral, nail, hair, eye and back care • Demonstrate the steps of back care. • Demonstrate the technique of position changing of a patient. • Demonstrate the technique of donning and doffing of clothes. • Demonstrate the technique of dressing up a patient.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Hygiene trays, Nail care tray, hair care tray, oral care tray, eye care tray, linen, patient clothes, towel, face towel, gloves, basins, water, etc	

Module 2: Introduction to Human Anatomy and Physiology

Mapped to: HSS/N5104,

Terminal Outcomes:

- Describe basic structure and function of the human body.

Duration: 15:00	Duration: 10:00
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. Identify different types of body fluids secretions and excretions. Explain the structure and functioning of human body systems using charts and models. Design various working models depicting functioning of human body systems. 	<ul style="list-style-type: none"> Identify various body parts/organs using 3D models of human organ system. Design various working models depicting functioning of each human body system.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
3Dmodels of human body and accessory organs, model human skeletal system, organ specimen	

Module 3: Nutrition and Hydration

Mapped to: HSS/N5104,

Terminal Outcomes:

- Demonstrate the techniques of oral feeding.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the concept of nutrition • Explain the various components of food such as carbohydrates, fats, proteins etc. • Enumerate various electrolytes crucial for patients • Discuss appropriate diet for various medical conditions such as low salt intake in hypertensive patients. • Differentiate between various types of diets such as solid diet, semi solid diets and liquid diets, etc. • List various signs of discomfort while feeding the patient • Discuss the signs of choking • Explain the process of reporting an event of choking or aspiration to a senior healthcare professional immediately • Discuss the principles of hygiene while assisting patient in feeding and drinking • Explain the importance of intake and output record • Discuss the process of recording the dietary intakes after feeding 	<ul style="list-style-type: none"> • Prepare a chart on balanced diet. • Demonstrate the correct technique of oral feeding. • Identify the components of a sample chart on intake and output of a patient and perform a class discussion on outcomes from the same. • Demonstrate the technique of Helmich Maneuver.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B	
Tools, Equipment and Other Requirements	
Cutlery, food, water, tray, napkin, ryles tube, syringe, kidney tray, face towel, gloves etc	

Module 4: Elimination Needs

Mapped to: HSS/N5105

Terminal Outcomes:

- Demonstrate the correct technique of using bedpan, urinal, and diaper for bedridden patients.

Duration: 20:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of various methods of caring during elimination needs • Differentiate care plan activities in patients with urine and bowel incontinence and in patients with urinary catheter. • Discuss the principles of hygiene and sanitation while assisting patient in elimination needs • List the importance of colour and texture change of urine and stool • Explain the usage of various equipment used in elimination needs such as adult diapers, bedpan, urinal etc. • Explain the process of safely assisting a mobile patient to the toilet 	<ul style="list-style-type: none"> • Demonstrate the correct technique of using bedpan, urinal, and diaper for bedridden patients. • Prepare a chart depicting changes in colour and texture of urine and stool and its underlying causes.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Bed pan, urinal, gloves, adult diaper, draw sheet, under pads, dustbin, urobag, etc	

Module 5: Therapeutic Communication with patient at home

Mapped to: HSS/N5136

Terminal Outcomes:

- Familiarize with the techniques of concerns handling of the patient and their acquaintances (relatives, guardians and healthcare professionals).
- Identify the details of patient care plan.

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various types of communication techniques and their barriers. • Clarify common doubts of the patient and their acquaintances • Describe common patient concerns and the importance of handling the same. • Discuss the process of handling patient queries • Explain the components of the patient care plan. • Discuss various types of consent applicable at home care settings. 	<ul style="list-style-type: none"> • Perform role plays on different techniques of communication and prepare a reflective report about the same. • Demonstrate the use of various types of consent applicable at home care settings like verbal, written etc. • Perform role plays on different scenarios related to handling different health conditions of patients. • Identify the components of a sample patient care plan and perform a class discussion on outcomes from the same.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Sample of consent forms	

Module 6: Principles of body mechanics

Mapped to: HSS/N5137,

Terminal Outcomes:

- Explain the use of correct body mechanics to prevent any injury to self and patient.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the kinetics of joints and movements • Discuss mechanisms that affect movements in the human body • Describe the principles of proper body mechanics to carry out patient activities for proper ergonomics • Explain the significance of maintaining proper joint mobility • Discuss the risk factors and considerations in faulty body postures 	<ul style="list-style-type: none"> • Demonstrate the correct use of body mechanics while lifting or transferring the patient using mannequins and heavy objects. • Perform a role play depicting the correct technique of sitting, lying, standing and lifting etc • Perform a class activity on identifying incorrect and correct body postures.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Nursing manikin, bed, chair, etc	

Module 7: Patient positioning and ambulation at home

Mapped to: HSS/N5137,

Terminal Outcomes:

- Explain the importance of positioning in the treatment and recovery of patient.
- Demonstrate different positions.
- Demonstrate the use of assisted devices like wheelchair, stretcher, walker, crutches and canes in the mobility and transportation of patient.

Duration: 20:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe importance of positioning for a patient in treatment and recovery • Explain various types of positions and postures to be maintained ideal for various procedures • List various kinds of means available for transferring patients • Explain usage of wheelchair, shifting of patient from bed to wheelchair and wheelchair to bed • Discuss the importance of physical movements for wellbeing. • Describe care while patients are walking or using assisted devices such as crutches, cane, walker etc 	<ul style="list-style-type: none"> • Prepare a chart on different patient positions and mobility devices. • Demonstrate usage of wheelchairs, stretcher, shifting of patient from bed to stretcher, stretcher to operation theatre Table; assisted devices like walker, cane, crutches etc while walking the patient; etc. • Perform a class activity on identifying the various types of positions like supine, left lateral, lithotomy, fowlers etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Nursing manikin, wheelchair, stretcher, cane, crutches, walker, bed, operation table etc	

Module 8: Care Plan implementation and fall prevention.

Mapped to: HSS/N5137

Terminal Outcomes:

- Discuss the significance of safety measures.
- List the Comfort and Assistive devices and related indications.

Duration: 30:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the process of implementing a care plan keeping patient's safety in consideration • Enumerate the equipment necessary for the implementing the care plan • Discuss the progress of the care plan with the patient and acquaintances • Discuss the importance of establishing a therapeutic environment for implementing care plan • Explain the significance of ensuring privacy and dignity of the patient • Describe action in event of a fall incident • Explain the use of protective devices (restraints, safety devices) • Describe care to be taken to avoid fall in high-risk patients such as patient with altered sensorium, epileptic patients etc. 	<ul style="list-style-type: none"> • Demonstrate the usage of Comfort devices, Assistive devices, mobility devices • Demonstrate the use of physical restraints to prevent fall or injury. • Apply the use of side rails in bed to prevent fall.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Nursing manikin, bed, air mattress, rubber sleepers, restraints, bandages, etc	

Module 9: Sanitation, Safety, and First Aid

Mapped to: HSS/N9617,

Terminal Outcomes:

- Respond to institutional emergencies safely and appropriately
- Perform Basic Life Support or basic first aid in medical emergency situations, as and when required

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the basics of first aid. • Identify precautions to take for personal safety. • Perform basic life support (BLS) as and when required. • Identify the hospital emergency codes. • Apply standard procedures to be followed in case of institutional emergencies. • Explain the use of protective devices such as restraints and safety devices. 	<ul style="list-style-type: none"> • Demonstrate usage of hospital emergency codes and basic first aid kit in a mock drill depicting an institutional emergency. • Create a chart depicting different types of protective devices such as restraints and safety devices. • Create a flow chart depicting common emergency situations and its referral mechanism.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

Module 10: Self – Hygiene and infection control guidelines

Mapped to: HSS/N9618,

Terminal Outcomes:

- Develop techniques of self-hygiene
- Apply infection control policies and procedures during daily activities
- Demonstrate the correct technique of donning and doffing of PPE.

Duration: 10:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the importance of infection control and prevention and guiding others about it in accordance with healthcare team • Explain the factors which influence the outcome of an exposure to infection • Explain the steps of spill management • Enumerate various nosocomial infections • Explain the importance of incident reporting • Explain the factors which influence the outcome of an exposure to infection • List strategies for preventing transmission of pathogenic organisms • Explain the importance of incident reporting • Explain the concept of immunization. • Explain various vaccinations against common infectious diseases. • Explain the significance of maintaining personal hygiene. • Explain the method of hand washing to prevent cross infection. • Explain the techniques of proper usage of personal protective equipment (PPE). 	<ul style="list-style-type: none"> • Demonstrate the steps of spill management. • Prepare a chart depicting list and effects of nosocomial infections. • Prepare a chart on universal immunization schedule. • Demonstrate the correct technique of hand hygiene • Demonstrate the correct technique of donning and doffing of PPE • Prepare a chart of use of different PPE.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
E-modules depicting sanitization, infection control and waste disposal practices, PPE, Hand Wash area, sink, towel, different color of bins etc	

Module 11: Bio Medical Waste Management

Mapped to: HSS/N9618,

Terminal Outcomes:

- Dispose of different types of biomedical waste in appropriate color-coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

Duration: 10:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Categorize the different types of biomedical waste. • Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of bio-medical waste. • Identify the various types of colour coded bins/containers used for disposal of biomedical waste. 	<ul style="list-style-type: none"> • Segregate the biomedical waste applying the local guidelines. • Visit to biomedical waste treatment plant for field assignment • Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste. • Prepare a report on the observations from field assignment about the structure of transportation and treatment of biomedical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins	

Module 13: Employability Skills

Mapped to DGT/VSQ/N0101: Employability Skills (30 Hours)

Mandatory Duration: 30:00			
Location: On-Site			
S.N o.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> Discuss the importance of Employability Skills in meeting the job requirements. 	1
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. Show how to practice different environmentally sustainable practices. 	1
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> Discuss 21st century skills. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations. 	1
4.	Basic English Skills	<ul style="list-style-type: none"> Use appropriate basic English sentences/phrases while speaking. 	2
5.	Communication Skills	<ul style="list-style-type: none"> Demonstrate how to communicate in a well -mannered way with others. Demonstrate working with others in a team. 	4
6.	Diversity & Inclusion	<ul style="list-style-type: none"> Show how to conduct oneself appropriately with all genders and PwD. Discuss the significance of reporting sexual harassment issues in time. 	1
7.	Financial and Legal Literacy	<ul style="list-style-type: none"> Discuss the significance of using financial products and services safely and securely. Explain the importance of managing expenses, income, and savings. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws. 	4
8.	Essential Digital Skills	<ul style="list-style-type: none"> Show how to operate digital devices and use the associated applications and features, safely and securely. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely. 	3
9.	Entrepreneurship	<ul style="list-style-type: none"> Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges. 	7
10.	Customer Service	<ul style="list-style-type: none"> Differentiate between types of customers. Explain the significance of identifying customer needs and addressing them. Discuss the significance of maintaining hygiene and dressing appropriately. 	4
11	Getting ready for apprenticeship & Jobs	<ul style="list-style-type: none"> Create biodata. Use various sources to search and apply for jobs. Discuss the significance of dressing up neatly and maintaining hygiene for an interview. Discuss how to search and register for apprenticeship opportunities. 	2

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.</i>		

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate	(MBBS, BAMS, BHMS)					
B.Sc. (Nursing)/ Post Basic B.Sc. Nursing	Nursing	1				
GNM (General Nursing Midwifery)	Nursing	2				

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Home health aide Trainee" mapped to the Qualification Pack: "HSS/Q5106 v2.0" 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	
Medical Graduate	(MBBS, BAMS, BHMS)	1		1		
B.Sc. (Nursing)/ Post Basic B.Sc. Nursing	Nursing	1		2		
GNM (General Nursing Midwifery)	Nursing	2		2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Home health aide Trainee" mapped to the Qualification Pack: "HSS/Q5102 v2.0" 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 the 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 regarding 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
PPE	Personal Protective Equipment
SOP	Standard Operating Procedure