



Model Curriculum

QP Name: COVID Frontline Worker (Home Care Support)

QP Code: HSS/Q5105

QP Version: 1.0

NSQF Level: 3

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	3
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	771 Hours
Maximum Duration of the Course	771 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

- Assist Patient in maintaining daily activities like bathing, dressing, and grooming up, eating, and drinking.
- Assist patient in maintaining normal elimination need of the patient.
- Mobilize patient within the home setting.
- Prevent and control infection.
- Measure's patients' vital parameters accurately.
- Carry out last office (death care).
- Maintain a safe, healthy, and secure environment.
- Follow Sanitization and Infection Control Guidelines.
- Compile information related to the job role from specific covid care facilities, information portals, and other relevant resources for latest updates about COVID protocols.
- Demonstrate the patient positioning and ambulation including proning inhalation.
- Recording and maintaining the documentation required for COVID patient including data entry as per guidelines.
- Working of basic 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)	Total Duration
HSS/N9622: Follow Sanitization and Infection Control Guidelines NOS Version No. 1.0 NSQF level 3	02:00	04:00	72 days x8 Hrs./day (576Hrs)	
Module 1: Infection control practices and waste management	02:00	04:00		
Module 2: Introduction to the Program	05:00	02:00		
Module 3: Introduction to Human Body- Structure & Function	05:00	00:00		
HSS/N 5133 - Assist patient in bathing, dressing up and grooming	11:00	25:00		
HSS/N5104 - Support Individuals to eat and drink	12:00	25:00		

HSS/N5105 - Assist the patient in normal elimination	11:00	15:00		
Module 4: Support patient in routine activities	11:00	35:00		
Module 5: Observing, Reporting, data entry and Documentation	10:00	30:00		
HSS/N5136: Support patients with diverse needs in coping up with their health conditions.	27:00	36:00		
Module 6: Support patient in Home Setting	27:00	36:00		
Bridge Module:	02:00	13:00		
Module 7: Understanding the working of basic equipment (Oxygen Concentrator, Oxygen Cylinder, Nebulizer, ECG and Pulse oximeter, Steam Inhalation, Suction Apparatus)	02:00	13:00		
Total Duration	74:00	121:00	576 Hrs.	771 Hrs.

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: 02:00	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 basic 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.
- 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: 05:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the role and responsibilities of a covid frontline worker home care support about overview of the job role. • Discuss the code of ethics and therapeutic Communication. • Discuss in brief the healthcare delivery system. • Explain various departments and their functions in the hospital. • Explain the standard hierarchy of healthcare professionals in a healthcare facility. • 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 Basic 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 home 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	
N/A	

Module 3: Introduction to Human Body- Structure & Function

Mapped to: Bridge module.

Terminal Outcomes:

- Explain the structure and function of human body.

Duration: 05:00	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 routine activities

Mapped to: HSS/N5133 v1.0, HSS/N 5104 v1.0, HSS/N5105, 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.

Duration: 11:00	Duration: 35:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the procedures and codes of answering a call bell. • Explain about patient daily living activities like bathing, grooming, elimination, dressing, eating, drinking etc. • List patient complaints such as dizziness, vertigo, etc. • Discuss various complaints that need immediate reporting and action. • List various changes in a patient's condition that are critical and should be immediately reported. • Describe how to assist the medical staff in checking a patient's parameters such as height and weight. • Explain various color changes observed in skin and their significance. • Explain difference in color, consistency and volume of urine and feces. • Discuss the significance of keeping record of intake and output of the patient. • Discuss the process of reporting the incidences of spillage. • Explain spill management. • Explain about CPR as per COVID Protocols. • Discuss the use and importance of records & reports. • List down the various types of records • Explain the process of reporting a patient's condition. 	<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 steps of managing spills. • Demonstrate the steps involved in collecting, transporting soiled linen and other clothing. • Demonstrate way to provide assistance in reading and recording vital parameters such as pulse, SpO₂, BP, temperature, etc. • Create, format, and edit document application software such as MS Word, MS Excel, PowerPoint.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
N/A	

Module 5: Observing, Reporting, and Documentation.

Mapped to: Bridge Module.

Terminal Outcomes:

- Demonstrate the method of documentation and their retrieval.

Duration: 10:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain use and importance of records and reports. • List down the various types of records • Explain the process of reporting in patient condition. • Explain the method of documentations and their retrieval. • Identify different computer components and setup operating system in a computer. • Explain the importance of maintaining Records and documentation required of COVID patient including data entry as per guidelines. • Explain the method of documentations and their retrieval 	<ul style="list-style-type: none"> • 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, AV aids.	
Tools, Equipment and Other Requirements	
Sample formats of reports and hospital documents.	

Module 6: Support patient in Home Setting

Mapped to: HSS/N5136, v1.0.

Terminal Outcomes:

- Demonstrate patient supporting skills at home setup.

Duration: 27:00	Duration: 36:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe common patient concerns and the importance of handling the same. • Discuss the process of handling patient queries. • Explain the details of the patient care plan including importance of prone inhalation in case of hypoxia. • Discuss various types of consent applicable for home care settings. • Discuss the steps involved in the process of providing support to the patient at home in maintaining daily living activities. • Describe the process of assisting patients in using home equipment, home bed, etc. • Differentiate between various types of diets such as solid diet, semi solid diet, and liquid diet etc. • List various precautions to be taken while feeding the patient. • List various signs of discomfort while feeding the patient. • Describe the signs of choking. 	<ul style="list-style-type: none"> • Demonstrate the steps involved in providing support related to daily living activities for a patient at home. • Demonstrate the correct use of crutches, walker, cane, etc. • Demonstrate patient positioning and ambulation including prone inhalation.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Sample formats of feedback forms, Sample formats of reports and records.	

Module 7: Working of basic 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: 13:00
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

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 protocols.
- 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	
Medical Graduate	MBBS, BAMS, BHMS	1		0		1 year working experience in home set up
Ph.D.	Nursing	1		0		1 year working experience in home set up
M.Sc.	Nursing	1		0		1 year working experience in home set up
B.Sc. or Post Basic B.Sc.	B.Sc. (Nursing)	1		0		1 year working experience in home set up
Diploma	GNM (General Nursing Midwifery)	2		0		2 year working experience in home set up

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "COVID Frontline Worker (Home Care Support)" mapped to QP: "HSS/Q5105 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	
Medical Graduate	MBBS, BAMS, BHMS	3		0		
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 (Home Care Support)" mapped to QP: "HSS/Q5105 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 are 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 logbook 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 (Home 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

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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	Cardiopulmonary Resuscitation