



Diabetes Assistant

QP Code: HSS/Q8703

Version: 3.0

NSQF Level: 4.5

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HSS/Q8703: Diabetes Assistant

Brief Job Description

A Diabetes Assistant works in direct coordination with Diabetes Educator in developing a comprehensive, cost effective and Diabetes Self-Management Education (DSME) plan for individuals suffering from pre-diabetic and diabetic symptoms. The candidate is involved in imparting the understanding of the effects of healthy behavior and lifestyle on acute and chronic problems related to diabetes

Personal Attributes

The job requires individuals to work effectively in multi-disciplinary teams. The professional should also be able to engage the patients by enhancing awareness regarding effective management of diabetes. They should be sensitive to the needs of the patient and able to establish a good rapport with them. They must be well versed with English language and IT skills

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HSS/N8708: Identify pre- diabetic and diabetic symptoms related risks](#)
2. [HSS/N8707: Implement the treatment plan under the guidance of Health professional](#)
3. [HSS/N8704: Document the patient record and follow-up activities](#)
4. [HSS/N9620: Comply with infection control and biomedical waste disposal policies](#)
5. [HSS/N9624: Maintain a safe and secure working environment](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Counselling
Country	India
NSQF Level	4.5
Credits	40

Aligned to NCO/ISCO/ISIC Code	NCO-2015/3253.0101
Minimum Educational Qualification & Experience	12th grade Pass (with Science or Home Science) with NA of experience OR 10th grade pass with 3 Years of experience OR Previous relevant Qualification of NSQF Level (3.5) with 1.5 years of experience OR Previous relevant Qualification of NSQF Level (3) with 3 Years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	3.0

HSS/N8708: Identify pre- diabetic and diabetic symptoms related risks

Description

This unit deals in detail with recognizing risks for individuals suffering from both pre-diabetic and diabetic symptoms

Scope

The scope covers the following :

- Collect relevant data
- Identify risk factors and increase awareness

Elements and Performance Criteria

Collect relevant data

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

- PC1.** collect relevant patient information in a prescribed format from different sources as per organizational policies and procedures
- PC2.** assist in checking patient's parameters such as height, weight ,vital sign and random blood sugar with a glucometer
- PC3.** the use and usage of pulse Oxymeter and digital BP apparatus, digital thermometer

Identify risk factors and increase awareness

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

- PC4.** identify patient's risk factors and the likelihood of their impact on management of diabetes
- PC5.** inform patients and their family members on prevention of diabetes and how to maintain healthy lifestyle
- PC6.** Identify of type 1, type 2 and gestational diabetes
- PC7.** Identify signs and symptoms of diabetes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** applicable organizational policies and protocols
- KU2.** safety requirements set by accreditation agencies or statutory bodies
- KU3.** relevant stakeholders/ physicians who need to be aligned for patient education and treatment
- KU4.** basic structure and function of the healthcare system in the country
- KU5.** basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU6.** type I, type II and gestational diabetes
- KU7.** signs and symptoms of complications of diabetes
- KU8.** signs and symptoms related to medical conditions like hypertension, coronary artery disease

- KU9.** risks associated with patients suffering from diabetes and those in pre-diabetic stage
- KU10.** role of weight management through nutritional modification
- KU11.** role of physical activity and lifestyle patterns in diabetes management
- KU12.** how to motivate the patients to maintain positive behavioral change
- KU13.** how signs and symptoms of diabetes are evaluated and interpreted
- KU14.** parameters to diagnose diabetic and pre-diabetic conditions
- KU15.** basic structure and function of the body system and associated organs and sub-systems
- KU16.** factors that support healthy bodily processes such as maintenance of body temperature, fluid and electrolyte balance, elimination of body wastes, maintenance of blood pressure; protection from infection; active and passive physical activities
- KU17.** the use and usage of pulse Oxymeter and digital BP apparatus, digital thermometer
- KU18.** techniques of checking parameters such as vital signs monitoring: pulse, BP, use of pulse oximeter, digital BP apparatus height, weight and Random Blood Sugar (RBS) using glucometer
- KU19.** depicting functioning of each human body system
- KU20.** the common acute and chronic complications of diabetes
- KU21.** identify signs of these complications and what immediate steps they should take
- KU22.** the principles of effective patient education and counseling for individuals with diabetes, considering factors like health literacy and cultural sensitivities relevant to the Indian population

Generic Skills (GS)

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

- GS1.** write various medical terms
- GS2.** document the information from different sources regarding diabetic/pre-diabetic patients profile
- GS3.** use hospital information system to feed data
- GS4.** read and correctly interpret medical and clinical information from patients medical files
- GS5.** read and follow instructions specified by the other members/doctors from the Diabetes Self-Management Education team
- GS6.** speak and understand the English language clearly to communicate effectively with others
- GS7.** use correct terminologies and techniques to elicit the appropriate response during patient interviews
- GS8.** speak at least one local language to communicate with the patient/patient relatives
- GS9.** communicate effectively with other members of the DSME team following organizational protocols
- GS10.** use positive reinforcement communication while interaction to keep the patient motivated and compliant to the treatment
- GS11.** decide on relevant questions to elicit the most accurate information during patient interview and examination
- GS12.** select benchmarks/ standards to compare the patients performance for individualized risk assessment

- GS13.** plan to collect patient data in a systematic and organized fashion from different sources including social support network, medical records, healthcare provider, family members or others
- GS14.** identify the various topics to be addressed during patient assessment and sequence them logically
- GS15.** protect the patients rights and maintain confidentiality at all times
- GS16.** customize patient risk assessment plan based on patients needs and abilities to adhere to the requirements
- GS17.** analyze individual patients profile to provide the most relevant and achievable treatment plan for management of diabetes or risk of developing diabetes
- GS18.** review patient information to identify risk factors impacting management of the diabetic patient and share it with the attending physician

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Collect relevant data</i>	35	25	18	40
PC1. collect relevant patient information in a prescribed format from different sources as per organizational policies and procedures	-	-	-	-
PC2. assist in checking patient's parameters such as height, weight ,vital sign and random blood sugar with a glucometer	-	-	-	-
PC3. the use and usage of pulse Oxymeter and digital BP apparatus, digital thermometer	-	-	-	-
<i>Identify risk factors and increase awareness</i>	40	20	15	40
PC4. identify patient's risk factors and the likelihood of their impact on management of diabetes	-	-	-	-
PC5. inform patients and their family members on prevention of diabetes and how to maintain healthy lifestyle	-	-	-	-
PC6. Identify of type 1, type 2 and gestational diabetes	-	-	-	-
PC7. Identify signs and symptoms of diabetes	-	-	-	-
NOS Total	75	45	33	80

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8708
NOS Name	Identify pre- diabetic and diabetic symptoms related risks
Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Counselling
NSQF Level	4.5
Credits	12
Version	3.0
Next Review Date	NA

HSS/N8707: Implement the treatment plan under the guidance of Health professional

Description

This OS unit is about implementation of the Diabetes Self-Management Education (DSME) plan by collaborating with other healthcare professionals. It also includes the importance of informing the patient about necessary information

Scope

The scope covers the following :

- Provide information to the patient on insulin administration
- Provide information to the patient regarding lifestyle modification
- Support the individual in implementation of treatment plan as prescribed by physician

Elements and Performance Criteria

Provide information to the patient on insulin administration and use of glucometer

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

- PC1.** explain insulin administration process and related information to the patient
- PC2.** demonstrate self administration of insulin to the patient where self administration is prescribed by the physician
- PC3.** demonstrate how to dispose off the waste generated from the procedure appropriately
- PC4.** brief the patient on how to record insulin administration such as the dose, timing and site of injection on a chart and initialing
- PC5.** demonstrate the correct use of a blood glucometer to monitor blood glucose and how to interpret the result
- PC6.** explain the patient about signs and symptoms of hyper or hypoglycemia
- PC7.** inform the concerned physician in case of hyper or hypo glycemia

Provide information to the patient regarding lifestyle modification

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

- PC8.** discuss about various oral hypoglycemic agents with the patient
- PC9.** explain proper dose timings of oral hypoglycemic agents to the patient
- PC10.** inform the patient about possible adverse effects of wrong dosage and wrong timings
- PC11.** explain the patients about the importance of regulating carbohydrate intake
- PC12.** enlist various benefits of restricting saturated fats and substituting them with unsaturated fats and merits of consuming fibrous foods
- PC13.** explain the importance of exercise and precautions to be taken before and during exercise to the patient based on their condition (Type I and Type II diabetes)
- PC14.** explain the risks of smoking in relation to cardiovascular problems and other complications

Support the individual in implementation of treatment plan as prescribed by physician

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

- PC15.** communicate appropriately with the patient based on their age, learning style and skills

- PC16.** identify behaviors that demonstrate positive change in line with individual diabetes management goals
- PC17.** explain the basic diabetes self-management practices to improve patient safety and well-being including precautions during travel
- PC18.** use effective Information, Education and Communication (IEC) material to provide information on diabetes to ignorant patients

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** applicable organizational policies and protocols
- KU2.** safety requirements set by accreditation agencies or statutory bodies
- KU3.** relevant stakeholders/ physicians who need to be aligned for patient education and treatment
- KU4.** basic structure and function of the healthcare system in the country
- KU5.** basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU6.** type I, type II and gestational diabetes
- KU7.** pharmacological and non-pharmacological therapy for diabetes
- KU8.** types of teaching material available and its suitability to different patients
- KU9.** diabetes related health and lifestyle benchmarks and acceptable standards of performance
- KU10.** healthy eating practices, being active, preventing and managing chronic conditions, stress management and psychosocial adjustment patterns
- KU11.** glucometers, their mechanism and functioning
- KU12.** importance of diabetes management plan to balance between risks and benefits to patients health
- KU13.** information on insulin prescription sheet
- KU14.** diet and exercises for diabetes management
- KU15.** how to recognize and respond to hyper- or hypoglycemia
- KU16.** various forms of insulin (vials or prefilled pen device) and the various factors that impact insulin purchasing decisions (checking the name of the insulin, check dose against the patients insulin prescription chart, check expiry date, etc.), storage, purpose, precautions, etc.
- KU17.** opaque insulin suspensions
- KU18.** process of insulin administration
- KU19.** how to store insulin
- KU20.** insulin therapy
- KU21.** site of fastest absorption during subcutaneous administration of insulin
- KU22.** how to minimize pain associated with insulin injections
- KU23.** need and technique to wipe sites with a surgical spirit swab
- KU24.** types of rapid acting insulin analogues
- KU25.** process for preparation of insulin injection
- KU26.** best practice for initial management of hypoglycemia

- KU27.** capillary blood glucose measurement
- KU28.** how to select and examine injection sites for lipodystrophy (lumpy areas)
- KU29.** different injection techniques eg. by depressing the insulin syringe or pen device, holding in place for a count of 10, removal, etc.
- KU30.** basic structure and function of the body system and associated organs and sub-systems
- KU31.** mechanisms of body regulation (maintenance of body temperature, fluid and electrolyte balance, elimination of body wastes, maintenance of blood pressure); protection from infection; active and passive physical activities

Generic Skills (GS)

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

- GS1.** write in English language using correct medical terminologies
- GS2.** maintain documents regarding patient evaluation and behavioural modification using MS office
- GS3.** read the instructions given by other members of the DSME team
- GS4.** read and correctly interpret patients progress through evaluation reports
- GS5.** speak clearly to communicate information promptly to other caregivers within the team
- GS6.** speak at least one regional or local language to communicate with the patient/patients relatives effectively
- GS7.** identify and use appropriate communication technique as per patients preferences, abilities and skills
- GS8.** rate and modify the patients self-management plan depending upon the progress and changing goals
- GS9.** plan and organize the different teaching materials as per the patients suitability
- GS10.** plan a follow up schedule with the patient to evaluate the progress and modify the interventional approach if required
- GS11.** plan and organize peer group meetings to help motivate, encourage and empower patients to improve and maintain positive behavioural changes
- GS12.** ensure patient rights are protected and maintain confidentiality at all times
- GS13.** ensure the patient is motivated by customizing communication and messaging, as required
- GS14.** design and modify DSME plan as per the patients literacy levels, education, awareness levels and social background
- GS15.** obtain and verify further patient data from various reliable sources to solve problems due to lack of sufficient information about the patient
- GS16.** record patients performance and level of motivation in diabetes management to modify DSME plan from time to time under guidance of physician
- GS17.** review patient information gathered from observation, experience, reasoning, or communication, to assess impact on diabetic risks of the patient

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Provide information to the patient on insulin administration and use of glucometer</i>	68	10	25	44
PC1. explain insulin administration process and related information to the patient	-	-	-	-
PC2. demonstrate self administration of insulin to the patient where self administration is prescribed by the physician	-	-	-	-
PC3. demonstrate how to dispose off the waste generated from the procedure appropriately	-	-	-	-
PC4. brief the patient on how to record insulin administration such as the dose, timing and site of injection on a chart and initialing	-	-	-	-
PC5. demonstrate the correct use of a blood glucometer to monitor blood glucose and how to interpret the result	-	-	-	-
PC6. explain the patient about signs and symptoms of hyper or hypoglycemia	-	-	-	-
PC7. inform the concerned physician in case of hyper or hypo glycemia	-	-	-	-
<i>Provide information to the patient regarding lifestyle modification</i>	46	16	20	30
PC8. discuss about various oral hypoglycemic agents with the patient	-	-	-	-
PC9. explain proper dose timings of oral hypoglycemic agents to the patient	-	-	-	-
PC10. inform the patient about possible adverse effects of wrong dosage and wrong timings	-	-	-	-
PC11. explain the patients about the importance of regulating carbohydrate intake	-	-	-	-
PC12. enlist various benefits of restricting saturated fats and substituting them with unsaturated fats and merits of consuming fibrous foods	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. explain the importance of exercise and precautions to be taken before and during exercise to the patient based on their condition (Type I and Type II diabetes)	-	-	-	-
PC14. explain the risks of smoking in relation to cardiovascular problems and other complications	-	-	-	-
<i>Support the individual in implementation of treatment plan as prescribed by physician</i>	39	25	25	30
PC15. communicate appropriately with the patient based on their age, learning style and skills	-	-	-	-
PC16. identify behaviors that demonstrate positive change in line with individual diabetes management goals	-	-	-	-
PC17. explain the basic diabetes self-management practices to improve patient safety and well-being including precautions during travel	-	-	-	-
PC18. use effective Information, Education and Communication (IEC) material to provide information on diabetes to ignorant patients	-	-	-	-
NOS Total	153	51	70	104

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8707
NOS Name	Implement the treatment plan under the guidance of Health professional
Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Counselling
NSQF Level	4.5
Credits	20
Version	4.0
Next Review Date	NA

HSS/N8704: Document the patient record and follow-up activities

Description

This OS unit is about the requirements related to maintaining complete and accurate records of patients and their follow up activities

Scope

The scope covers the following :

- Maintain patient clinical records
- Perform follow up activities

Elements and Performance Criteria

Maintain patient's clinical records

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

- PC1.** organize all relevant information in standardized formats related to patient's profile as per standard procedure for various purposes
- PC2.** carry out detailed paperwork for documenting clinical and DSME related records as per norms and legislation
- PC3.** use Hospital Information System (HIS) to maintain longevity of the records

Perform follow up activities

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

- PC4.** maintain and update follow-up register as per organizational policies
- PC5.** schedule the next follow up appointment in consultation with physician and individual
- PC6.** organize the previous records of the patient from database before scheduled appointment

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational policy regarding information and record management
- KU2.** organizational practices regarding storage of information
- KU3.** organizational policies and protocols applicable to own field of work
- KU4.** safety requirements set by accreditation agencies or statutory bodies
- KU5.** relevant stakeholders/ physicians who need to be aligned for patient education and treatment
- KU6.** basic structure and function of the healthcare system in the country
- KU7.** basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU8.** type I, type II and gestational diabetes
- KU9.** significance of patients right for information and the process involved
- KU10.** how to document clinical records, common errors and quality checks

- KU11.** how to organize patient related information for various purposes
- KU12.** different reasons for which patient information is required
- KU13.** importance of keeping abreast with norms and legislation related to patient information
- KU14.** basic structure and function of the body system and associated organs and sub-systems
- KU15.** mechanism of body regulation (maintenance of body temperature, fluid and electrolyte balance, elimination of body wastes, maintenance of blood pressure); protection from infection; active and passive physical activities
- KU16.** various types of records to be maintained in the endocrinology department
- KU17.** importance of documentation of patient follow up
- KU18.** the process of recording sample patient information in the HIS

Generic Skills (GS)

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

- GS1.** write the correct medical terminologies using English language
- GS2.** document clinical/ patient data
- GS3.** read and follow instructions related to coding and storage of data
- GS4.** read and follow instructions for following standard practices for storage of information
- GS5.** speak in the English language clearly to communicate information promptly to other team members
- GS6.** take decisions regarding best information storage and retrieval practices
- GS7.** develop and document processes related to patient information storage and retrieval
- GS8.** organize and store files in a specific format to make them available on the request of patients or clinical research organizations
- GS9.** ensure patient rights are protected and maintain confidentiality at all times
- GS10.** identify problems with information storage practices and suggest appropriate improvements
- GS11.** identify areas of improvement that can hasten and improve the data retrieval processes
- GS12.** review data storage and retrieval practices to identify risks

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain patient's clinical records</i>	37	25	22	50
PC1. organize all relevant information in standardized formats related to patient's profile as per standard procedure for various purposes	-	-	-	-
PC2. carry out detailed paperwork for documenting clinical and DSME related records as per norms and legislation	-	-	-	-
PC3. use Hospital Information System (HIS) to maintain longevity of the records	-	-	-	-
<i>Perform follow up activities</i>	34	25	20	40
PC4. maintain and update follow-up register as per organizational policies	-	-	-	-
PC5. schedule the next follow up appointment in consultation with physician and individual	-	-	-	-
PC6. organize the previous records of the patient from database before scheduled appointment	-	-	-	-
NOS Total	71	50	42	90

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8704
NOS Name	Document the patient record and follow-up activities
Sector	Healthcare
Sub-Sector	Social Work & Community Health, Allied Health & Paramedics
Occupation	Counselling
NSQF Level	4.5
Credits	4
Version	4.0
Next Review Date	NA

HSS/N9620: Comply with infection control and biomedical waste disposal policies

Description

This OS unit is about the safe handling and management of health care waste and following infection control policies

Scope

The scope covers the following :

- Management of Healthcare Waste (Biomedical and General waste)
- Infection control practices

Elements and Performance Criteria

Management of Healthcare Waste (Biomedical and General waste)

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

- PC1.** segregate healthcare waste as per the updated organizational/ state policies
- PC2.** handle, package, label, store, transport and dispose off waste appropriately as per scope of work

Infection control practices

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

- PC3.** follow Universal Precautions to avoid contact with patients' bodily fluids, by wearing Personal Protective Equipment (PPE) and maintaining hand hygiene as and when required
- PC4.** identify infection risks and plan for response appropriately as per organizational policies under scope of work
- PC5.** follow incident reporting protocols as per SOPs in incidents such as needle stick injuries etc.
- PC6.** follow spill management protocols

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** significance of appropriate waste disposal methods as per organizational policies and procedures
- KU2.** person(s) responsible for health, safety, and security in the organization
- KU3.** ways to handle waste appropriately to reduce the risk of contamination
- KU4.** good personal hygiene practices including hand hygiene
- KU5.** types of bio medical waste
- KU6.** different types of color codes designated for types of wastes
- KU7.** concept of segregation, disposal and treatment of bio medical waste
- KU8.** the hazards and risks associated with the waste disposal
- KU9.** the required actions and reporting procedures for any accidents and spillages

- KU10.** the requirements of the relevant external agencies involved in the transportation and receiving of waste
- KU11.** the impact of waste on environmental changes
- KU12.** the policies and guidance that clarify scope of practice, accountabilities and the working relationship between oneself and others
- KU13.** management of infection risks at workplace
- KU14.** the path of disease transmission including direct contact and penetrating injuries, risk of acquisition
- KU15.** difference between clean, sterile, and unsterile area
- KU16.** concept of Universal precautions
- KU17.** types of PPE used in healthcare domain such as gloves, gown, goggles etc
- KU18.** correct method of Donning and Doffing of PPE
- KU19.** steps of hand washing according to the updated guidelines
- KU20.** difference between hand rub and hand washing and indications of both
- KU21.** various types of cleaning agents and disinfectants
- KU22.** types of hazardous spills
- KU23.** concept of injection safety
- KU24.** concept of respiratory hygiene

Generic Skills (GS)

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

- GS1.**
 - read and understand latest guidelines on managing biomedical waste and
 - infection control and prevention
- GS2.** communicate effectively with others
- GS3.** report hazards and incidents clearly with the appropriate level of urgency
- GS4.** plan for safety of the work environment
- GS5.** identify risk, evaluate possible solutions and suggest effective solutions
- GS6.** analyse the seriousness of hazards pertaining to hospital waste and related infections
- GS7.** make decisions pertaining to the area of work
- GS8.**
 - apply, analyze, and evaluate the information gathered from observation, experience,
 - reasoning, or communication, as a guide to act

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Management of Healthcare Waste (Biomedical and General waste)</i>	9	7	2	8
PC1. segregate healthcare waste as per the updated organizational/ state policies	-	-	-	-
PC2. handle, package, label, store, transport and dispose off waste appropriately as per scope of work	-	-	-	-
<i>Infection control practices</i>	12	7	3	8
PC3. follow Universal Precautions to avoid contact with patients' bodily fluids, by wearing Personal Protective Equipment (PPE) and maintaining hand hygiene as and when required	-	-	-	-
PC4. identify infection risks and plan for response appropriately as per organizational policies under scope of work	-	-	-	-
PC5. follow incident reporting protocols as per SOPs in incidents such as needle stick injuries etc.	-	-	-	-
PC6. follow spill management protocols	-	-	-	-
NOS Total	21	14	5	16

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N9620
NOS Name	Comply with infection control and biomedical waste disposal policies
Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Generic
NSQF Level	4
Credits	1
Version	2.0
Last Reviewed Date	08/05/2025
Next Review Date	08/05/2028
NSQC Clearance Date	08/05/2025

HSS/N9624: Maintain a safe and secure working environment

Description

This OS unit is about the ensuring a safe and secure working environment

Scope

The scope covers the following :

- Workplace safety and security

Elements and Performance Criteria

Workplace safety and security

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

- PC1.** identify potential hazards of safe work practices
- PC2.** use various hospital codes for emergency situations
- PC3.** comply with safety, and security procedures within the defined scope of competence and authority
- PC4.** provide Basic Life Support (BLS) and first aid whenever applicable under defined scope of work
- PC5.** follow organizations' procedures related to any emergency efficiently
- PC6.** report any identified breaches in health, safety, and security procedures to the designated person
- PC7.** complete any health and safety records accurately

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of health, safety, and security in the workplace
- KU2.** how to identify safety and security hazards
- KU3.** the importance of identifying individual responsibilities in relation to maintaining workplace safety and security requirements
- KU4.** the relevant up-to-date information on safety, and security that applies to the workplace
- KU5.** how to report any emergency
- KU6.** various hospital codes for emergency situations
- KU7.** how to create safety records and maintain them
- KU8.** concept of first aid and BLS
- KU9.** the importance of raising alarm about hazards for safety of others

Generic Skills (GS)

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

- GS1.** read and understand organization policies and procedures
- GS2.** prepare status and progress reports
- GS3.**
 - communicate information (for example, facts, ideas, or messages) in a brief, clear, and
 - organized manner
- GS4.** make decisions pertaining to the area of work
- GS5.** plan for safety of the work environment
- GS6.** identify hazards, evaluate possible solutions and suggest effective solutions
- GS7.** analyze the seriousness of hazards

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Workplace safety and security</i>	10	10	-	10
PC1. identify potential hazards of safe work practices	-	-	-	-
PC2. use various hospital codes for emergency situations	-	-	-	-
PC3. comply with safety, and security procedures within the defined scope of competence and authority	-	-	-	-
PC4. provide Basic Life Support (BLS) and first aid whenever applicable under defined scope of work	-	-	-	-
PC5. follow organizations' procedures related to any emergency efficiently	-	-	-	-
PC6. report any identified breaches in health, safety, and security procedures to the designated person	-	-	-	-
PC7. complete any health and safety records accurately	-	-	-	-
NOS Total	10	10	-	10

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N9624
NOS Name	Maintain a safe and secure working environment
Sector	Healthcare
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	2.0
Last Reviewed Date	08/05/2025
Next Review Date	08/05/2028
NSQC Clearance Date	08/05/2025

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.
- PC28.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

- PC29.** create a professional Curriculum vitae (Résumé)
- PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31.** apply to identified job openings using offline /online methods as per requirement
- PC32.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode

- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	08/09/2025
Next Review Date	08/09/2030
NSQC Clearance Date	08/09/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HSS/N8708.Identify pre-diabetic and diabetic symptoms related risks	75	45	33	80	233	20
HSS/N8707.Implement the treatment plan under the guidance of Health professional	153	51	70	104	378	20
HSS/N8704.Document the patient record and follow-up activities	71	50	42	90	253	20
HSS/N9620.Comply with infection control and biomedical waste disposal policies	21	14	5	16	56	20
HSS/N9624.Maintain a safe and secure working environment	10	10	-	10	30	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	350	200	150	300	1000	100

Acronyms

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

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.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.