



# Model Curriculum

**QP Name: Diabetes Assistant**

**QP Code: HSS/Q8703**

**QP Version: 2.0**

**NSQF Level: 4**

**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

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Allied Health & Paramedics
<b>Occupation</b>	Counselling
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3253.0101
<b>Minimum Educational Qualification and Experience</b>	12th Grade Pass with Science or Home Science Or Completed 2nd year of the 3-year regular diploma after 10th Or 10th Grade Pass with 2 years relevant experience Or 11th Grade pass with 1 year relevant experience Or Previous relevant Qualification of NSQF Level 3.5 and with 1.5 year relevant experience Or Previous relevant qualification of NSQF Level 3 with 3 years of relevant experience
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	29/01/2021
<b>Next Review Date</b>	29/01/2026
<b>NSQC Approval Date</b>	29/01/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/01/2021
<b>Model Curriculum Valid Up to Date</b>	29/01/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	1470 Hrs.
<b>Maximum Duration of the Course</b>	1470 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.

- Perform the clinical as well as administrative role and responsibilities of a diabetes assistant.
- Identify risk factors of diabetes and increase awareness for its prevention.
- Provide information to the patient about insulin administration and lifestyle modification.
- Work in direct coordination with Diabetes Educator in development and implementation of a Diabetes Self- Management Education (DSME) plan for individuals suffering from pre-diabetic and diabetic symptoms.
- Maintain patient's clinical records.
- Maintain a safe, healthy and secure working environment.
- Apply biomedical waste disposal and infection control policies and procedures in the healthcare organization.
- Maintain interpersonal relationships with co-workers, patients and their family members.
- Maintain professional and medico-legal conduct at all times in accordance with legislation, protocols and guidelines set up by the healthcare provider.

### 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
<b>Bridge Module</b>	<b>20:00</b>	<b>10:00</b>	<b>45:00</b>	<b>00:00</b>	<b>75:00</b>
Module 1: Introduction to the Health care delivery system	05:00	00:00	00:00	00:00	
Module 2: Roles and responsibilities of diabetes assistant	10:00	05:00	00:00	00:00	
Module 3: Soft Skills and Communication	05:00	05:00	00:00	00:00	
<b>HSS/N8708: Identify pre- diabetic and diabetic symptoms related risks</b>	<b>90:00</b>	<b>30:00</b>	<b>330:00</b>	<b>00:00</b>	<b>450:00</b>
Module 4: Structure and function of human body	20:00	05:00	00:00	00:00	
Module 5: Regulation of blood glucose in the human body	20:00	10:00	00:00	00:00	
Module 6: Identify risks related to pre-diabetic and diabetic	30:00	10:00	00:00	00:00	

symptoms					
Module 7: Basic orientation on Patho-physiology and diagnosis of diabetes	20:00	05:00	00:00	00:00	
<b>HSS/N8707: Implement the treatment plan under the guidance of Health professional</b>	<b>150:00</b>	<b>90:00</b>	<b>420:00</b>	<b>00:00</b>	<b>660:00</b>
Module 8: Basic orientation on complications of diabetes	30:00	10:00	00:00	00:00	
Module 9: Implementation of treatment plan for diabetes	30:00	15:00	00:00	00:00	
Module 10: Use of Glucometer	15:00	15:00	00:00	00:00	
Module 11: Insulin: uses and administration	20:00	20:00	00:00	00:00	
Module 12: Hyperglycemia and hypoglycemia	15:00	05:00	00:00	00:00	
Module 13: Diabetes Self- Management and Education-DSME	20:00	15:00	00:00	00:00	
Module 14: Basic orientation on pre-diabetic counselling	20:00	10:00	00:00	00:00	
<b>HSS/N8704: Document the patient's record and follow-up activities</b>	<b>15:00</b>	<b>15:00</b>	<b>45:00</b>	<b>00:00</b>	<b>75:00</b>
Module 15: Documentation and Follow-up	15:00	15:00	00:00	00:00	
<b>HSS/N9617: Maintain a safe, healthy and secure environment</b>	<b>10:00</b>	<b>20:00</b>	<b>45:00</b>	<b>00:00</b>	<b>75:00</b>
Module 16: Safety, Emergency Medical response & First Aid	10:00	20:00	00:00	00:00	
<b>HSS/N9618: Follow infection control policies &amp; procedures including biomedical waste disposal protocols</b>	<b>15:00</b>	<b>15:00</b>	<b>45:00</b>	<b>00:00</b>	<b>75:00</b>
Module 17: Infection Control Policies and Procedures	10:00	10:00	00:00	00:00	
Module 18: Bio Medical Waste management	05:00	05:00	00:00	00:00	

<b>Total</b>	<b>300:00</b>	<b>180:00</b>	<b>930:00</b>	<b>00:00</b>	<b>1410:00</b>
Module 19: Employability Skills (60 Hours): DGT/VSQ/N0102	60:00	00:00	00:00	00:00	
<b>Total Duration</b>	<b>360:00</b>	<b>180:00</b>	<b>930:00</b>	<b>00:00</b>	<b>1470:00</b>

## Module Details

### Module 1: Introduction to the Health care delivery system

*Mapped to: Bridge Module*

#### Terminal Outcomes:

- Describe the basic structure and function of healthcare delivery system in India.

<b>Duration:</b> 05:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Differentiate between the primary, secondary and tertiary healthcare service providers.</li> <li>Identify various departments in the hospital.</li> <li>Explain the functions of various departments in the hospital.</li> <li>Describe the functions of endocrinology department in a hospital.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a report summarizing the observations about basic structure and function of healthcare delivery system in India.</li> <li>Prepare a chart on functions of endocrinology department in a hospital.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Visit to various healthcare settings for field assignment	

## Module 2: Roles and Responsibilities of Diabetes Assistant Mapped to: Bridge Module,

### Terminal Outcomes:

- Describe the key roles and responsibilities of a Diabetes Assistant

<b>Duration: 10:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the role and responsibilities of a diabetes assistant.</li> <li>Explain the importance of patient safety and comfort.</li> <li>Explain the importance of compliance with the regulations and standards related to diabetes.</li> <li>Carry out the functions to be performed by the diabetes assistant.</li> <li>Discuss the importance of using correct terminologies related to diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the usage of the insulin administration kit, glucometer and related consumables.</li> <li>Demonstrate usage of the appropriate medical terminology during role plays depicting conversations with colleagues, patients and family.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
3D models of human body and accessory organs, model human skeletal system, organ specimen, medical equipments like Glucometer, consumables, Sphygmomanometer, Thermometer, weighing machine, stethoscope, ECG etc	



## Module 3: Soft Skills and Communication

*Mapped to: Bridge Module,*

### Terminal Outcomes:

- Communicate effectively with physicians, clinical and technical staff.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the importance of effective communication with patients, relatives and colleagues without using jargons and colloquial terms.</li> <li>• Apply effective communication methods using appropriate terminology as per policies and procedures in the role play.</li> <li>• Describe about the attributes of a team player.</li> <li>• Apply confidentiality and privacy practices related to patient’s information</li> <li>• Apply basic reading and writing skills using correct grammar and composition.</li> <li>• Apply problem solving and decision making skills within scope of work.</li> <li>• Demonstrate effective patient-centric approach in medical service.</li> <li>• Explain the importance of working in limits of competency and authority.</li> <li>• Identify the effects of non-compliance to the given scope of work.</li> <li>• Explain the importance of maintaining relationship with other departments in order to seek support if required.</li> <li>• Explain work ethics in the hospital set up.</li> <li>• Discuss objection handling.</li> <li>• Apply rules and policies of organization for maintaining code of conduct.</li> <li>• Analyse the information gathered from observation, experience, reasoning, or communication during the role play.</li> <li>• Apply the information gathered from observation, experience, reasoning, or communication to act accordingly.</li> <li>• Define rapidly changing situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate adaptation with rapidly changing situations defined in sample case study</li> <li>• Demonstrate basic telephone and email etiquettes during communication.</li> <li>• Demonstrate best practices in the field.</li> <li>• Apply the analytical skills to complete the reports with the information gathered from observation, experience, reasoning, or communication.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
3Dmodels of human body and accessory organs, model human skeletal system, organ specimen	

## Module 4: Structure and function of human body

Mapped to: HSS/N8708,

### Terminal Outcomes:

- Describe basic structure and function of the human body.

<b>Duration: 20:00</b>	<b>Duration: 05:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain the Organisation of body cells, tissues, organs, organ systems, membranes and glands in the human body.</li> <li>• Describe cell and various types of tissues.</li> <li>• Describe different types of organ systems.</li> <li>• Discuss different types of body fluids, secretions and excretions.</li> <li>• Identify different parts of the body using charts and models.</li> <li>• Explain the structure and functioning of human body systems using charts and models.</li> <li>• Discuss various working models depicting functioning of human body systems.</li> <li>• Explain the importance of each body organ system in context of Diabetes.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Identify various body parts/organs using 3D models of human organ system.</li> <li>• Design various working models depicting functioning of each human body system.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>3Dmodels of human body and accessory organs, model human skeletal system, organ specimen</p>	

## Module 5: Regulation of blood glucose in the human body

Mapped to: HSS/N8708,

### Terminal Outcomes:

- Describe basic function of Pancreas towards metabolism, absorption, storage and excretion of blood glucose.

<b>Duration: 20:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the mechanism of blood sugar regulation and absorption in the human body.</li> <li>Describe the storage mechanism of glucose in the human body.</li> <li>Explain the anatomy and physiology of pancreas.</li> <li>Explain the role of pancreas towards metabolism, absorption, storage and excretion of blood glucose in the human body using charts and models.</li> </ul>	<ul style="list-style-type: none"> <li>Design a working model depicting the process of metabolism, absorption, storage and excretion of blood glucose in the human body.</li> <li>Design a working models depicting functioning of pancreas.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Charts on structure of pancreas, 3D model of Pancreas	

## Module 6: Identify risks related to pre-diabetic and diabetic symptoms

Mapped to: HSS/N8708

### Terminal Outcomes:

- Describe the concept of prediabetes.
- Classification of Type 1 and 2 Diabetes.
- Identify risk factors related to Type 1 and Type 2 diabetes.

<b>Duration: 30:00</b>	<b>Duration: 10:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Define Diabetes.</li> <li>• Describe the Epidemiology of Diabetes</li> <li>• Classify different types of diabetes into type 1, type 2 and gestational diabetes.</li> <li>• Explain the concept of pre-diabetes.</li> <li>• Interview patient regarding relevant information as asked in the sample format prescribed for diabetic patients during role play.</li> <li>• List the risk factors related to type 1 diabetes such as disease of the pancreas, infection, genetics, etc.</li> <li>• List the risk factors related to type 2 diabetes such as obesity, fat distribution, sedentary lifestyle etc.</li> <li>• List the risk factors related to gestational diabetes such as age greater than 25, family or personal health history, excess weight etc.</li> <li>• Discuss the impact of risk factors on diabetes management.</li> <li>• Discuss the importance of maintaining healthy lifestyle for prevention of diabetes.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Fill in the sample format organizing relevant information collected from different sources (such as patient’s reports, consultation summary, previous prescriptions, etc.) in the given case study.</li> <li>• List the risk factors related to Type 1 and Type 2 diabetes.</li> <li>• Prepare a chart on sign and symptoms of type 1 and type 2 diabetes.</li> <li>• Prepare a poster on healthy lifestyle for prevention of diabetes.</li> <li>• Role paly on interviewing skills to collect the relevant information from patient and fill in sample format.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>3Dmodels of human body and accessory organs, model human skeletal system, organ specimen</p>	

## Module 7: Basic orientation on Pathophysiology and diagnosis of diabetes

*Mapped to: HSS/N8708,*

### Terminal Outcomes:

- Explain pathophysiology of Diabetes 1, 2 and gestational diabetes.
- List down the sign and symptoms.
- Demonstrate the skills to check the parameters like height, weight, RBS etc.

<b>Duration: 20:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Distinguish between the pathophysiology of type 1, type 2 and gestational diabetes.</li> <li>• Identify signs and symptoms of diabetes.</li> <li>• List the various parameters used for diagnosing the diabetic and pre- diabetic conditions.</li> <li>• List the various tests used for the diagnosis of diabetes such as blood and urine sample analysis.</li> <li>• Explain the importance of monitoring fasting and post prandial blood sugar.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate techniques of checking parameters such as height, weight and Random Blood Sugar (RBS) using glucometer.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Height meter, Weighing machine, Glucometer, etc	

## Module 8: Basic orientation on complications of diabetes

Mapped to: HSS/N8707

### Terminal Outcomes:

- Explain complication related to Diabetes.
- Explain the side effects of diabetes on various organ systems like heart, eyes, nerves etc.

<b>Duration: 30:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various complications related to diabetes.</li> <li>• Explain the effects of diabetes on cardiovascular system especially diabetic cardiovascular diseases (CVD) and heart failure.</li> <li>• Explain the effects of diabetes on ophthalmological system especially diabetic retinopathy.</li> <li>• Explain the effects of diabetes on excretory system especially urinary tract infections (UTI) and yeast infections (thrush).</li> <li>• Explain the effects of diabetes on the nervous system especially diabetic neuropathies, peripheral neuropathy and focal neuropathy.</li> <li>• Explain the cause, sign and symptoms of Diabetic foot and its preventive measures.</li> <li>• Explain the effects of diabetes on the musculo-skeletal system especially muscle cramps, muscle infarctions and Complex Regional Pain Syndrome (CRPS).</li> <li>• Explain the effects of diabetes on the digestive system especially gastroparesis.</li> <li>• Explain the effects of diabetes on the immune system.</li> <li>• Explain the effects of diabetes on the renal system especially diabetic ketoacidosis and diabetic nephropathy.</li> <li>• Explain the effects of diabetes on oro- dental system especially xerostomia, gingivitis and periodontitis.</li> <li>• Explain the effects of pre-existing diabetes on the foetus during pregnancy.</li> <li>• Explain the criteria used for detecting diabetes during pregnancy.</li> <li>• Organize information collected to assess the condition of skin, teeth, gums and feet from diabetic patients in the sample format during role play.</li> <li>• Identify the signs and symptoms indicating towards the complications of diabetes from a given case study.</li> </ul>	<ul style="list-style-type: none"> <li>• List various complication related to Diabetes.</li> <li>• Prepare a chart on sign and symptoms, prevention and management of Diabetic foot.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
PPE, Hand Wash area, sink, towel, different color of bins etc	

## Module 9: Implementation of treatment plan for diabetes

Mapped to: HSS/N8707

### Terminal Outcomes:

- Distinguish between the pharmacological and non- pharmacological therapy used for diabetes management.
- List the various types of oral hypoglycemic agents.
- List the possible side effects of oral hypoglycemic agents.

<b>Duration: 30:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Distinguish between the pharmacological and non-pharmacological therapy used for diabetes management.</li> <li>• Differentiate between the communication methods used with the patient based on their age, learning style and skills.</li> <li>• Distinguish between the basic and advanced diabetes self-management plan used for treating diabetes as per its type and stage.</li> <li>• Demonstrate different methods used for identification of positive change in behaviour of patient in line with individual's diabetes management goals in a role play.</li> <li>• List the various types of oral hypoglycaemic agents.</li> <li>• Discuss about proper dose timings of oral hypoglycaemic agents with the patient.</li> <li>• Explain about adverse effects of incorrect dosage and incorrect timings of oral hypoglycaemic agents.</li> <li>• List the possible side effects of oral hypoglycaemic agents.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate usage of effective Information, Education and Communication (IEC) materials for providing information on diabetes to uneducated patients.</li> <li>• List a chart on oral hypoglycemic agents.</li> <li>• Prepare a chart on side effects of oral hypoglycemic drugs.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Tools, equipment, trolley, beds, sample formats of reports and hospital documents, consumables, surgical equipments etc	

## Module 10: Use of Glucometer

Mapped to: HSS/N8707

### Terminal Outcomes:

- Demonstrate the correct use of a blood glucometer to monitor blood glucose levels.
- Demonstrate the proper and safe disposal method of consumables used with glucometer during blood glucose monitoring

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the mechanism and functioning of glucometer.</li> <li>• Explain the importance of using a glucometer for monitoring of blood glucose levels.</li> <li>• Interpret the result of the blood glucose level using glucometer.</li> <li>• Describe the importance and method of using different strips used in glucometer to check the blood sugar level.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate usage of effective Information, Education and Communication (IEC) materials for providing information on diabetes to uneducated patients.</li> <li>• Demonstrate the proper and safe disposal method of consumables used with glucometer during blood glucose monitoring.</li> <li>• Demonstrate the correct use of a blood glucometer to monitor blood glucose levels.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Glucometer with strips, Syringe With Needle, Sterile 1CC or Less etc	



## Module 11: Insulin: uses and administration.

*Mapped to: HSS/N8707*

### Terminal Outcomes:

- Demonstrate the method of preparing the correct dose on insulin syringe or pen device.
- Demonstrate the correct insulin injection techniques which causes minimal pain to the patient.
- Demonstrate procedure of proper disposal of insulin syringe, pen needles and lancet

<b>Duration: 20:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance and purpose of insulin administration.</li> <li>• Explain the precautions to be taken during insulin administration.</li> <li>• Distinguish between the various types of insulin available in vials or prefilled pen device.</li> <li>• Describe various types of rapid acting insulin analogues and opaque insulin suspensions.</li> <li>• List the various factors used for insulin purchasing such as checking the name of the insulin, dose against the patient's insulin prescription chart, expiry date, etc.</li> <li>• Explain the importance of checking the expiry date of insulin.</li> <li>• Select the appropriate site for subcutaneous insulin administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the method of storing insulin.</li> <li>• Demonstrate the method of preparing the correct dose on insulin syringe or pen device.</li> <li>• Demonstrate the correct insulin injection techniques which causes minimal pain to the patient.</li> <li>• Demonstrate the techniques of wiping sites with a surgical spirit swab.</li> <li>• Demonstrate procedure of proper disposal of insulin syringe, pen needles and lancet.</li> <li>• Demonstrate method of recording the insulin administration such as the dose, timing and site of injection on a chart.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Insulin Pens - Sample, Lancets, Urine Sample Collection Container	

## Module 12: Hyperglycemia and hypoglycemia.

*Mapped to: HSS/N8707*

### Terminal Outcomes:

- Define hypoglycemia and hyperglycemia.
- Explain sign & symptoms, preventive management of Hypo and Hyperglycemia.

<b>Duration: 15:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Define hypoglycemia and hyperglycemia.</li> <li>• Explain the causes of hypoglycemia and hyperglycemia.</li> <li>• Identify the various signs and symptoms of hypoglycemia and hyperglycemia.</li> <li>• Explain about the preventive management of hypoglycemia and hyperglycemia.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate counselling skills while providing information on the first line of action used for hypoglycemia and hyperglycemia in a role play.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Charts showing differentiation in symptoms of hyperglycemia and hypoglycemia	

## Module 13: Diabetes Self- Management and Education-DSME.

Mapped to: HSS/N8707

### Terminal Outcomes:

- Describe the importance and components of a balanced diet.
- Explain the importance of following diet plan advised by dietitian
- Demonstrate counselling skills.

<b>Duration: 20:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain about nutrition, nutrients and calories.</li> <li>• Describe the importance and components of a balanced diet.</li> <li>• Explain the importance of following diet plan advised by dietitian.</li> <li>• List the types of fruits and vegetables required to maintain blood glucose level of the patient.</li> <li>• Explain about the basic diabetes self-management practices used for improving patient safety and well- being.</li> <li>• List the precautions to be taken by diabetic patients during travel.</li> <li>• List the precautions to be taken by patient as per the sick day rule.</li> <li>• Describe the importance of regulating carbohydrate intake in diabetes management.</li> <li>• List various benefits of restricting saturated fats and substituting them with unsaturated fats.</li> <li>• List various merits of consuming fibrous foods.</li> <li>• List the risks of smoking in relation to cardiovascular problems and other complications of diabetes.</li> <li>• Explain the importance of family care and support for successful implementation of DSME.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate counselling skills while providing information on the importance of timely intake of correct dosage of medicines or insulin in a role play.</li> <li>• Demonstrate counselling skills while providing information on the significance of maintaining record of blood sugar readings or other parameters in a role play.</li> <li>• Demonstrate counselling skills while providing information on the importance of exercise and precautions to be taken before and during exercise based on patient’s condition (Type I and Type II diabetes, Gestational Diabetes) in a role play.</li> <li>• Demonstrate Pre- gestational counselling skills to woman with preexisting Diabetes Mellitus.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Sample Diet Chart for practice, Sample Forms and Formats, Flip chart on Diabetes Self - Management and Education	

## Module 14: Basic orientation on pre-diabetic counselling.

*Mapped to: HSS/N8707*

### Terminal Outcomes:

- Identify signs and symptoms indicating towards pre-diabetes from a given case study.
- Demonstrate counselling skills while providing information on the importance of periodic blood sugar analysis in a role play.

<b>Duration:</b> 20:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify signs and symptoms indicating towards pre-diabetes from a given case study.</li> <li>• Explain the importance of maintaining balanced diet in pre-diabetic conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate counselling skills while providing information on the importance of periodic blood sugar analysis in a role play.</li> <li>• Demonstrate counselling skills while providing information on the importance of routine health check-up to patients suffering from pre-diabetic symptoms in a role play.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Charts and demonstrative videos on pre- diabetes	

## Module 15: Documentation and Follow-up.

*Mapped to: HSS/N8704*

### Terminal Outcomes:

- Explain various types of records to be maintained in the endocrinology department.
- Explain the importance of documentation of patient follow up
- Demonstrate the process of recording sample patient information in the HIS.
- Demonstrate skills for scheduling, rescheduling and cancellation of fresh and follow-up appointments

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Define the role and responsibilities for the diabetes assistant in reporting and documentation.</li> <li>• Describe reporting matrix and its methods.</li> <li>• Explain various types of records to be maintained in the endocrinology department.</li> <li>• Explain the importance of documentation of patient follow up.</li> <li>• Describe the method of storage and retrieval of records.</li> <li>• Perform compilation of all relevant information in sample formats related to patient’s profile and laboratory results.</li> <li>• Explain the importance of reviewing the medical records for completeness and maintaining them as per the organization protocol.</li> <li>• Apply standard norms and legislation to complete the detailed paperwork for documenting clinical and procedure related records in a sample case study.</li> <li>• Describe the importance of using the Hospital Information System (HIS) for maintaining longevity of the records and prompt retrieval of patient’s medical charts.</li> <li>• Describe the importance of maintaining follow-up register as per organizational policies.</li> <li>• Explain the importance of storing current and past records safely and securely as per organizational policy.</li> <li>• Determine the specified time period for retention of medical records from case study.</li> <li>• Describe Standard Operating Procedure (SOPs) regarding disposal of medical records.</li> <li>• Explain the purpose of obtaining written consent of authorized officer before sharing any patient related information to others.</li> <li>• Explain the importance of keeping security and confidentiality of the medical records.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample reflective report documenting the clinical and DSME related records as per norms and legislation.</li> <li>• Demonstrate the process of recording sample patient information in the HIS.</li> <li>• Demonstrate the counselling skills while providing information on the importance of regular follow ups with the physician during role play.</li> <li>• Demonstrate the counselling skills while providing information on the importance of regular follow ups with the physician in a role play.</li> <li>• Demonstrate skills for scheduling, rescheduling and cancellation of fresh and follow-up appointments.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the importance of documentation of patient follow up.</li> <li>• Carry out assembling of the previous records of the patient from sample database given by the trainer.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Sample formats of reports and hospital documents	

## Module 16: Safety, Emergency Medical response & First Aid

Mapped to: HSS/N9617,

### Terminal Outcomes:

- Respond to institutional emergencies safely and appropriately
- Perform basic first aid in medical emergency situations, as and when required.
- Demonstrate skills to perform Cardio-Pulmonary Resuscitation (CPR).

<b>Duration: 10:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the basics of first aid.</li> <li>• Identify precautions to be taken for self-safety.</li> <li>• Identify the hospital emergency codes.</li> <li>• Explain about disaster management techniques to deal with institutional emergencies.</li> <li>• Define Basic Life support and its components.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate usage of hospital emergency codes and basic first aid in a mock drill depicting an institutional emergency.</li> <li>• Create a chart depicting different types of protective devices such as restraints and safety devices.</li> <li>• Create a flow chart depicting common emergency situations and its referral mechanism.</li> <li>• Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

## Module 17: Infection Control Policies and Procedures

Mapped to: HSS/N9618,

### Terminal Outcomes:

- Develop techniques of self-hygiene
- Apply infection control policies and procedures during daily activities

<b>Duration: 10:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the concept of healthy living.</li> <li>• Describe the importance of infection control and prevention.</li> <li>• List strategies for preventing transmission of pathogenic organisms.</li> <li>• Demonstrate the steps of spill management.</li> <li>• Describe the nosocomial infections.</li> <li>• Explain the importance of incident reporting.</li> <li>• Develop techniques of self-hygiene.</li> <li>• Explain the concept of immunization.</li> <li>• Describe the hand-hygiene guidelines and procedures used in healthcare- settings.</li> <li>• Explain the importance of using Personal Protective Equipment (PPE).</li> <li>• List the types of PPE.</li> <li>• Describe the process of wearing and removing each of the PPE.</li> <li>• Demonstrate the techniques of proper usage of PPE.</li> <li>• Explain various vaccinations against common infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedures of hand hygiene.</li> <li>• Demonstrate the steps of spill management.</li> <li>• Demonstrate the procedures of hand hygiene.</li> <li>• Demonstrate the process of donning and doffing of PPE.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Gloves Disposable, Surgical Gloves Packet, Mask Packet, Shoe Cover Packet, Hair Cap Packet, Sponge Cloth, Wet Wipes Packet	



## Module 18: 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.

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

**Module 19: Employability Skills (60 hours)**

**Mapped to DGT/VSQ/N0102: Employability Skills (60 Hours)**

<b>Mandatory Duration: 60:00</b>			
<b>Location: On-Site</b>			
<b>S.No.</b>	<b>Module Name</b>	<b>Key Learning Outcomes</b>	<b>Duration (hours)</b>
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Discuss the Employability Skills required for jobs in various industries.</li> <li>List different learning and employability related GOI and private portals and their usage.</li> </ul>	1.5
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.</li> <li>Show how to practice different environmentally sustainable practices.</li> </ul>	1.5
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss importance of relevant 21st century skills.</li> <li>Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Describe the benefits of continuous learning.</li> </ul>	2.5
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for every day conversation in different contexts, in person and over the telephone.</li> <li>Read and interpret text written in basic English</li> <li>Write a short note/paragraph / letter/e -mail using basic English.</li> </ul>	10
5.	Career Development & Goal Setting	<ul style="list-style-type: none"> <li>Create a career development plan with well-defined short- and long-term goals.</li> </ul>	2
6.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Explain the importance of active listening for effective communication.</li> <li>Discuss the significance of working collaboratively with others in a team.</li> </ul>	5
7.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD.</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	2.5
8.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service.</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely.</li> <li>List the common components of salary and compute</li> </ul>	5

		income, expenditure, taxes, investments etc. <ul style="list-style-type: none"> <li>Discuss the legal rights, laws, and aids.</li> </ul>	
9.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life.</li> <li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely.</li> <li>Create sample word documents, excel sheets and presentations using basic features.</li> <li>Utilize virtual collaboration tools to work effectively.</li> </ul>	10
10.	Entrepreneurship	<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises.</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>Create a sample business plan, for the selected business opportunity.</li> </ul>	7
11	Customer Service	<ul style="list-style-type: none"> <li>Describe the significance of analyzing different types and needs of customers.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	5
12	Getting Ready for Apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV).</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively.</li> <li>Discuss the significance of maintaining hygiene and confidence during an interview.</li> <li>Perform a mock interview.</li> <li>List the steps for searching and registering for apprenticeship opportunities.</li> </ul>	8

**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

*Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.*

**Mandatory Duration:** 930:00

**Module Name:** On-the-Job Training

**Location:** On Site

**Terminal Outcomes**

- Demonstrate techniques of checking parameters such as height, weight and Random Blood Sugar (RBS) using glucometer.
- Demonstrate usage of effective Information, Education and Communication (IEC) materials for providing information on diabetes to uneducated patients.
- Demonstrate usage of effective Information, Education and Communication (IEC) materials for providing information on diabetes to uneducated patients.
- Demonstrate the proper and safe disposal method of consumables used with glucometer during blood glucose monitoring.
- Demonstrate the correct use of a blood glucometer to monitor blood glucose levels.
- Demonstrate the method of storing insulin.
- Demonstrate the method of preparing the correct dose on insulin syringe or pen device.
- Demonstrate the correct insulin injection techniques which causes minimal pain to the patient.
- Demonstrate the techniques of wiping sites with a surgical spirit swab.
- Demonstrate procedure of proper disposal of insulin syringe, pen needles and lancet.
- Demonstrate method of recording the insulin administration such as the dose, timing and site of injection on a chart
- Demonstrate counselling skills while providing information on the first line of action used for hypoglycemia and hyperglycemia in a role play
- Demonstrate counselling skills while providing information on the importance of timely intake of correct dosage of medicines or insulin in a role play.
- Demonstrate counselling skills while providing information on the significance of maintaining record of blood sugar readings or other parameters in a role play.
- Demonstrate counselling skills while providing information on the importance of exercise and precautions to be taken before and during exercise based on patient's condition (Type I and Type II diabetes, Gestational Diabetes) in a role play.
- Demonstrate Pre- gestational counselling skills to woman with preexisting Diabetes Mellitus.
- Demonstrate the process of recording sample patient information in the HIS.
- Demonstrate the counselling skills while providing information on the importance of regular follow ups with the physician during role play.
- Demonstrate the counselling skills while providing information on the importance of regular follow ups with the physician in a role play.
- Demonstrate skills for scheduling, rescheduling and cancellation of fresh and follow-up appointments.
- Demonstrate usage of hospital emergencycodes and basic first aid in a mock drill depicting an institutional emergency.
- Create a chart depicting different types ofprotective devices such as restraints and safety devices.
- Create a flow chart depicting commonemergency situations and its referral mechanism.
- Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin.
- Demonstrate the procedures of hand hygiene.
- Demonstrate the steps of spillmanagement.
- Demonstrate the procedures of handhygiene.
- Demonstrate the process of donning anddoffing of PPE.
- Select different types of waste and various types of colour coded bins/containers used for disposal of waste.

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
MD	Endocrinologist/Medicine	1				
Medical Graduate	MBBS	4	3 years working in diabetes clinic	1		
MSC	Nursing	4	3 years working in diabetes clinic	1		
BSC	Dietetics	6	5 years working in diabetes clinic	1		
Graduate	Diabetes Educator	7	6 years working in diabetes clinic	1		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Diabetes Assistant" mapped to the Qualification Pack: "HSS/Q8703 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	
MD	Endocrinologist/Medicine	2				
Medical Graduate	MBBS	5	3 years working in diabetes clinic	2		
MSC	Nursing	5	3 years working in diabetes clinic	2		
BSC	Dietetics	7	5 years working in diabetes clinic	2		
Graduate	Diabetes Educator	8	6 years working in diabetes clinic	2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Diabetes Assistant” mapped to the Qualification Pack: “HSS/Q8703 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 qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

**1. Practical Assessment:** This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

**2. Viva/Structured Interview:** This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment, and equipment etc.

**3. 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

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>PPE</b>	Personal Protective Equipment
<b>SOP</b>	Standard Operating Procedure