Model Curriculum

QP Name: Emergency Care Assistant

QP Code: HSS/Q2301

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

Sector	Healthcare
Sub-Sector	Allied Health & Paramedics
Occupation	Emergency Care Services
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5329.0101
Minimum Educational Qualification and Experience	• 12th class pass **OR** • 10th Class Pass + ITI (2 years after Class 10th) **OR** • NSQF Level 3: Dresser (Medical) with 2 years of relevant experience in healthcare settings
Pre-Requisite License or Training	Not Applicable
Minimum Job Entry Age	18 Years
Last Reviewed On	31/03/2022
Next Review Date	31/03/2025
NSQC Approval Date	31/03/2022
QP Version	2.0
Model Curriculum Creation Date	31/03/2022
Model Curriculum Valid Up to Date	31/03/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	1500 Hrs.
Maximum Duration of the Course	1500 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.

- Describe about the healthcare sector and emergency medical care services.
- Perform skills essential in providing basic emergency medical care services such as urgent need to respond the emergency calls, assurance of scene safety, precision to call other emergency people, providing support in handling different emergency scenarios from clinical emergency to trauma emergency to mass casualty to disaster management, etc.
- Demonstrate setting of an ambulance for dealing with emergency situations.
- Demonstrate safe and efficient transferring and ambulation techniques.
- Demonstrate professional behavior, communication skills, personal attributes and characteristics of an Emergency Care Assistant.
- Follow infection control, sanitization, disinfection and bio medical waste protocols.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
HSS/N2332: Respond to emergency calls & size up the scene at the site **NOS Version: 1.0** **NSQF Level 4**	**25:00**	**32:00**	**60:00**	**00:00**	**117:00**
Module 1: Introduction to Emergency Medical Care	05:00	2:00	00:00	00:00	
Module 3: Dealing with Emergency Calls	10:00	15:00	00:00	00:00	
Module 4: Patient Assessment (Scene Size up)	10:00	15:00	00:00	00:00	
HSS/N2333: Provide support during medical emergencies **NOS Version 1.0** **NSQF Level 4**	**162:00**	**262:00**	**130:00**	**00:00**	**554:00**

Module 2: Basic Structure and Function of Human Body	06:00	12:00	00:00	00:00	
Module 5: Basic Life Support	08:00	10:00	00:00	00:00	
Module 6: Baseline Vital Signs and SAMPLE History	18:00	30:00	00:00	00:00	
Module 7: Patient Assessment (Initial Assessment)	18:00	30:00	00:00	00:00	
Module 8: Patient Assessment (Focused History & physical exam- Medical patients)	18:00	30:00	00:00	00:00	
Module 9: Medical (Respiratory Emergencies)	20:00	30:00	00:00	00:00	
Module 10: Medical (Cardiovascular Emergencies)	20:00	30:00	00:00	00:00	
Module 11: Medical (Cerebrovascular Emergencies)	18:00	30:00	00:00	00:00	
Module 12: Medical (Behavioural Emergencies)	18:00	30:00	00:00	00:00	
Module 13: Medical (Diabetic Emergencies)	18:00	30:00	00:00	00:00	
HSS/N2334: Provide support during trauma emergencies **NOS Version 1.0** **NSQF Level 4**	**100:00**	**150:00**	**120:00**	**00:00**	**370:00**
Module 14: Patient Assessment (Focused History & physical exam- Trauma patients)	20:00	30:00	00:00	00:00	
Module 15: Trauma (bleeding and shock)	20:00	30:00	00:00	00:00	
Module 16: Trauma (soft tissue injuries and burns)	20:00	30:00	00:00	00:00	

Module 17: Trauma (musculoskeletal injuries)	20:00	30:00	00:00	00:00	
Module 18: Trauma (injuries to the head and spine)	20:00	30:00	00:00	00:00	
HSS/N2335: Provide support during other emergencies **NOS Version 1.0** **NSQF Level 4**	**40:00**	**60:00**	**60:00**	**00:00**	**160:00**
Module 19: Environmental emergencies	20:00	30:00	00:00	00:00	
Module 20: Poisoning or Overdose	20:00	30:00	00:00	00:00	
HSS/N2336: Carry out activities related to patient triage **NOS Version 1.0** **NSQF Level 4**	**12:00**	**30:00**	**60:00**	**00:00**	**92:00**
Module 21: Mass casualty incident	12:00	30:00	00:00	00:00	
HSS/N2337: Manage patient transport & handover to the identified provider institute **NOS Version 1.0** **NSQF Level 4**	**35:00**	**50:00**	**40:00:00**	**00:00**	**125:00**
Module 22: Ambulance Operations	20:00	25.00	00:00	00:00	
Module 23: Patient Transport and Handover to Provider Institute	15:00	25.00	00:00	00:00	
HSS/N9620: Comply with infection control and biomedical waste disposal policies **NOS Version 1.0** **NSQF Level 4**	**16:00**	**16:00**	**40:00**	**00:00**	**72:00**

Module 24: Infection control policies and procedures	08:00	08:00	00:00	00:00	
Module 25: Bio-medical waste management	08:00	08:00	00:00	00:00	
Total	**390:00**	**600:00**	**510:00**	**00:00**	**1500:00**

Module Details

Module 1: Introduction to Emergency Medical Care

Mapped to: HSS/N2332, v1.0

Terminal Outcomes:

- Describe the basic structure and function of Emergency Medical Services (EMS) systems.
- Identify the roles and responsibilities of EMS-Professional in Emergency Medical Services (EMS) systems.
- Describe medical and ethical issues related to Emergency Medical Services (EMS) systems.

Duration: *05:00*	**Duration**: *02:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Define Emergency Medical Services (EMS) systems. • Differentiate the roles and responsibilities of the EMS-Professional from other pre-hospital care providers. • Describe the roles and responsibilities related to personal safety. • Discuss the roles and responsibilities of the EMS-Professional towards the safety of the crew, the patient, and bystanders. • Define quality improvement and discuss the EMS-Professional's role in the process. • Define medical direction and discuss the EMS-Professional's role in the process. • State the specific statutes and regulations in your state regarding the EMS system. • Define the Emergency Care Assistant (ECA)'s scope of practice. • Discuss the importance of DNR orders (advance directives) and local and state provisions regarding EMS application. • Define consent and discuss the methods of obtaining consent. • Differentiate between expressed and implied consent. • Explain the role of consent of minors in providing care. • Discuss the implications for the ECA in patient refusal of transport. • Discuss the issues of abandonment, negligence, and battery and their implications for the ECA. • State conditions necessary for the ECA to have a duty to act. • Explain the importance, necessity, and legality of patient confidentiality.	• Assess areas of personal attitude and conduct of the EMS-Professional. • Characterize the various methods used to access the EMS system in your community.

• Differentiate the actions that an ECA should take in the preservation of a crime scene. • State the conditions that require an ECA to notify law enforcement officials. • Explain the role of EMS and the ECA regarding patients with DNR orders. • Explain the rationale for the needs, benefits, and usage of advance directives. • Explain the rationale for the concept of varying degrees of DNR.	
Classroom Aids:	
Computer with internet, Video presentation	
Tools, Equipment and Other Requirements	
NA	

Module 2: Basic Structure and Function of Human Body

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Describe basic structure and function of the human body.

Duration: *06:00*	**Duration**: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Identify and locate on the body the following topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary. • Describe anatomy and functions of the major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine.	• Identify various body parts/organs using 3D models of human organ system. • Design various working models depicting functioning of each human body system.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
3D models of human body and accessory organs, model human skeletal system, organ specimen.	

Module 3: Dealing with Emergency Calls

Mapped to: HSS/N2332, v1.0

Terminal Outcomes:

- Describe the first response to an emergency call appropriately
- Prepare to move to the emergency site
- Determine the response upon arrival at the emergency site

Duration: *10:00*	**Duration**: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the codes used in the hospital for all emergency situations. • Describe uses of communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the (Emergency Medical Services) EMS provider. • List the proper methods of initiating and terminating a radio call. • State the proper sequence for delivery of patient information. • Explain the importance of effective communication of patient information in the verbal report. • Identify the essential components of the verbal report. • Describe the attributes for increasing effectiveness and efficiency of verbal communications. • State legal aspects to consider in verbal communication. • Discuss the communication skills that should be used to interact with the patient. • Discuss the communication skills that should be used to interact with the family, bystanders, individuals from other agencies while providing patient care and the difference between skills used to interact with the patient • List the correct radio procedures in the following phases of a typical call: To & at the scene, To & at the facility, To & at the station. • Explain the rationale for providing efficient and effective radio communications and patient reports. • List possible emotional reactions that the ECA may experience when faced with trauma, illness, death and dying.	• Demonstrate use of communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the (Emergency Medical Services) EMS provider. • Prepare a role play on handling various emergency calls. • Perform a simulated, organized, concise radio transmission. • Prepare an organized, concise patient report that would be given to the staff at a receiving facility.

• Discuss the possible reactions that a family member may exhibit when confronted with death and dying. • State the steps in the ECA's approach to the family confronted with death and dying. • Recognize the signs and symptoms of critical incident stress. • State possible steps that the ECA may take to help reduce/alleviate stress. •	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Mobile phones, radio communication equipment, megaphones	

Module 4: Patient Assessment (Scene Size up)

Mapped to: HSS/N2332, v1.0

Terminal Outcomes:

- Evaluate the emergency and ensure the safety of self, patient(s) and others.

Duration: *10:00*	**Duration**: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the need to determine scene safety. • Discuss the importance of body substance isolation (BSI). • Describe the steps to be taken for personal protection from airborne and blood borne pathogens. • Describe common hazards found at the scene of a trauma and a medical patient. • Discuss common mechanisms of injury/nature of illness. • Discuss the reason for identifying the total number of patients at the scene. • Explain the reason for identifying the need for additional help or assistance. • Explain the rationale for crew members to evaluate scene safety prior to entering. • Discuss about the good Samaritan Law and its general principles. • Describe the importance of maintaining local emergency numbers as prevalent in region. • Discuss about immediate safety responses such as switching off the ignition of the motor vehicle in case of a motor vehicle accident, cutting off main electrical switch before approaching a victim of suspected electrocution, etc. • Discuss about triage and its modalities. • Discuss the guidelines and safety precautions that need to be followed when lifting a victim. • Describe the guidelines and safety precautions that need to be followed when moving the victims such as special carrying procedures on stairs; pushing and pulling the victim, etc • Determine the need for additional help or assistance such as trained lifeguards or trained swimmers to extricate the drowning person. • Discuss importance of maintaining contact details of emergency medical agencies which includes bomb disposal squads, fire	• Prepare a chart of the personal protective equipment necessary for each of the following situations: hazardous materials, rescue operations, violent scenes, crime scenes, exposure to airborne/blood borne pathogens. • Perform handwashing before and after exposure • Demonstrate donning and doffing off on PPE before and after any exposure • Demonstrate covering of cuts and abrasions with waterproof dressing and change as necessary before any exposure. • Observe various scenarios and identify potential hazards in each scenario. • Prepare a list of local emergency response agencies such as Emergency Medical Service (EMS) team, ambulance, bomb disposal squads, fire and police departments, etc. along with their contact details.

departments, chemical, biological and nuclear agencies.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, Emergency kit.	

Module 5: Basic Life Support

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Perform Cardio-Pulmonary Resuscitation (CPR) as per standard procedure.

Duration: *08:00*	**Duration**: *10:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe about cardiac arrest • Discuss about the protocols for assessing consciousness, responsiveness, any limb deformity, swelling, coughing, bleeding, or breathing difficulties of the victim. • Describe the standard procedure of Cardio-Pulmonary Resuscitation (CPR). • Identify precautions to be taken for self-safety.	• Demonstrate one-handed carrying techniques of the victim. • Demonstrate correct technique of providing CPR on manikin using both single rescuer and two rescuer methods.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Crash cart trolley, CPR Nursing Manikin, Mannequin, Ambu Bag with Mask Adult, Torch, Wheelchair, Stretcher, cot, scoop	

Module 6: Baseline Vital Signs and SAMPLE History

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Record vital signs of patients
- Obtain the chief complaint of the patient and complete focused SAMPLE history in prescribed format

Duration: *18:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Identify the components of vital signs. • State the importance of accurately reporting and recording the baseline vital signs. • Describe the methods to obtain a breathing rate. • Identify the attributes that should be obtained when assessing breathing. • Differentiate between shallow, labored and noisy breathing. • Describe the methods to obtain a pulse rate. • Identify the information obtained when assessing a patient's pulse. • Differentiate between pale, blue, red and yellow skin color. • Identify the normal and abnormal skin temperature. • Differentiate between hot, cool and cold skin temperature. • Identify normal and abnormal skin conditions. • Describe the methods to assess the pupils. • Identify normal and abnormal pupil size. • Differentiate between dilated (big) and constricted (small) pupil size. • Differentiate between reactive and non-reactive pupils and equal and unequal pupils. • Describe the methods to assess blood pressure. • Define systolic pressure. • Define diastolic pressure. • Explain the difference between auscultation and palpation for obtaining a blood pressure. • Describe the importance if identifying the patients' position. • Differentiate between a sign and a symptom. • Identify the components of the SAMPLE history. • Recognize and respond to the feelings patients experience during assessment.	• Demonstrate the skills involved in assessment of breathing. • Demonstrate the skills associated with obtaining a pulse. • Demonstrate the skills associated with assessing the skin color, temperature, condition, and capillary refill in infants and children. • Demonstrate the skills associated with assessing the pupils. • Demonstrate the skills associated with obtaining blood pressure. • Demonstrate the procedure to identify the patients' position. • Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene. • Complete a mock SAMPLE history report and ascertain chief complaint from the given case study.

• Explain the importance of obtaining a SAMPLE history.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
BP apparatus, torch, pulse oximeter	

Module 7: Patient Assessment (Initial Assessment)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Complete general physical assessment of the patient for various types of emergencies

Duration: *18:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Summarize the reasons for forming a general impression of the patient. • Discuss methods of assessing altered mental status. • Differentiate between assessing the altered mental status in the adult, child and infant patient. • Discuss methods of assessing the airway in the adult, child and infant patient. • State reasons for management of the cervical spine once the patient has been determined to be a trauma patient. • Describe methods used for assessing if a patient is breathing. • State what care should be provided to the adult, child and infant patient with adequate breathing. • Differentiate between a patient with adequate and inadequate breathing. • Distinguish between methods of assessing breathing in the adult, child and infant patient. • Compare the methods of providing airway care to the adult, child and infant patient. • Describe the methods used to obtain a pulse. • Differentiate between obtaining a pulse in an adult, child and infant patient. • Discuss the need for assessing the patient for external bleeding. • Describe normal and abnormal findings when assessing skin color, temperature, & condition. • Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient. • Explain the reason for prioritizing a patient for care and transport. • Explain the importance of forming a general impression of the patient. • Explain the value of performing an initial assessment.	• Demonstrate the techniques for assessing mental status. • Demonstrate the techniques for assessing the airway. • Demonstrate the techniques for assessing if the patient is breathing. • Demonstrate the techniques for assessing if the patient has a pulse. • Demonstrate the techniques for assessing the patient for external bleeding. • Demonstrate the ability to prioritize patients. • Demonstrate the techniques for assessing the patient's skin color, temperature, condition and capillary refill (infants and children only).
Classroom Aids:	

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function
Tools, Equipment and Other Requirements
BP apparatus, torch, pulse oximeter

Module 8: Patient Assessment (Focused History & physical exam- Medical patients)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Complete focused history in prescribed format in case of medical emergencies.
- Perform the detailed physical examination in case of medical emergencies.

Duration: *18:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history. • Differentiate between the history taking and performing physical examination in case of responsive patients with unknown prior history and responsive patients with a known prior history. • Describe the unique needs for assessing an individual who is unresponsive or has an altered mental status. • Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and responsive patients. • Discuss the components of the detailed physical exam including inspection, palpation and auscultation. • State the areas of the body that are evaluated during the detailed physical exam. • Explain what additional care should be taken while performing the detailed physical exam. • Recognize the patient experiencing an allergic reaction. • Describe the emergency medical care of the patient with an allergic reaction. • Recognise the symptoms and cause of visceral pain • Recognise the symptoms and causes of parietal pain • Recognise the symptoms and possible causes of referred pain • Look for signs of hypoperfusion	• Demonstrate the patient care skills that should be used to assist with a patient who is responsive with no known history. • Demonstrate the patient care skills that should be used to assist with a patient who is responsive with known history. • Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive or has an altered mental status. • Demonstrate the skills involved in performing the detailed physical exam in various types of medical emergencies. • Demonstrate the emergency medical care of the patient experiencing an allergic reaction.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
BP apparatus, torch, pulse oximeter	

Module 9: Medical (Respiratory Emergencies)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with respiratory distress & provide the emergency medical care accordingly

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the structure and function of the respiratory system. • State the signs and symptoms of a patient with breathing difficulty. • Describe the emergency medical care of the patient with breathing difficulty. • Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty. • Describe the emergency medical care of the patient with breathing difficulty. • Establish the relationship between airway management and the patient with breathing difficulty. • List signs of adequate air exchange. • State the indications and contraindications for the prescribed steam inhaler, spirometer and nebulizer therapy. • Distinguish between the emergency medical care of the infant, child and adult patient with breathing difficulty. • Differentiate between upper airway obstruction and lower airway disease in the infant and child patient. • Explain the rationale for administering an inhaler.	• Demonstrate the emergency medical care for breathing difficulty. • Demonstrate the steps of the use of steam inhaler, spirometer and nebulizer therapy.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Steam inhaler, spirometer and nebulizer	

Module 10: Medical (Cardiovascular Emergencies)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with cardiovascular compromise & provide the emergency medical care accordingly

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the structure and function of the cardiovascular system. • Describe the emergency medical care of the patient experiencing chest pain/discomfort. • Discuss the position of comfort for patients with various cardiac emergencies. • Discuss the relationship between airway management and the patient with cardiovascular compromise. • Discuss the relationship between the patient experiencing cardiovascular compromise and basic life support. • Discuss the importance of post-resuscitation care. • List the components of post-resuscitation care. • Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain.	• Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort. • Demonstrate the assessment and documentation of patient response to discomfort. • Practice completing a prehospital care report for patients with cardiac emergencies.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
CPR Mannequin	

Module 11: Medical (Cerebrovascular Emergencies)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with cardiovascular compromise & provide the emergency medical care accordingly

Duration: *18:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the structure and function of the nervous system. • Describe the basic types, causes, and symptoms of stroke. • Describe the emergency medical care to a patient experiencing symptoms of a stroke. • Describe a standardized pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale. • Describe checking serum blood sugar. • Discuss importance of collecting critical background information of the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications. • Discuss how patients, family, or bystanders should respond to a potential stroke. • Discuss the actions recommended for ECA to potential stroke victims. • Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim • Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment.	• Perform role play of carrying out first triage of potential stroke victims. • Perform role play of transporting the patient to the nearest hospital equipped to handle strokes. • Prepare a written report for the emergency department with details on medical history and onset of the stroke symptoms for a given case study.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
CPR Mannequin	

Module 12: Medical (Behavioural Emergencies)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with behavioural emergencies & provide the emergency medical care accordingly

Duration: *18:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Define behavioral emergencies. • Discuss the general factors that may cause an alteration in a patient's behavior. • State the various reasons for psychological crises. • Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide. • Discuss special medical/legal considerations for managing behavioral emergencies. • Discuss the special considerations for assessing a patient with behavioral problems. • Discuss the general principles of an individual's behavior which suggests that he is at risk for violence • Discuss methods to calm behavioral emergency patients. • Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.	• Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency. • Demonstrate various techniques to safely restrain a patient with a behavioral problem.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 13: Medical (Diabetic Emergencies)

Mapped to: HSS/N2333, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with diabetic emergencies & provide the emergency medical care accordingly

Duration: *18:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List various possible types of diabetic emergencies • Identify the implications of diabetic history on patient. • State the steps in the emergency medical care of the patient taking diabetic medicine and a history of diabetes. • State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose. • Evaluate the need for medical direction in the emergency medical care of the diabetic patient. • Explain the rationale for administering oral glucose. • Discuss methods of checking Random Blood sugar using glucometer.	• Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine and a history of diabetes. • Demonstrate the steps in the administration of oral glucose. • Demonstrate the steps of checking Random Blood sugar using glucometer for all alternated levels of consciousness and behavior emergency cases • Demonstrate the assessment and documentation of patient response to oral glucose. • Demonstrate how to complete a pre-hospital care report for patients with diabetic emergencies.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Glucometer,	

Module 14: Patient Assessment (Focused History & physical exam- Trauma patients)

Mapped to: HSS/N2334, v1.0

Terminal Outcomes:

- Perform rapid trauma assessment in case of trauma emergencies.

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the mechanism of injuries. • State the reasons for performing a rapid trauma assessment. • Discuss the importance of rapid trauma assessment. • Describe the areas evaluated under the rapid trauma assessment. • Differentiate when the rapid assessment may be altered in order to provide patient care. • Discuss the reason for performing a focused history and physical exam. • Recognize and respect the feelings that patients might experience during assessment.	• Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 15: Trauma (bleeding and shock)

Mapped to: HSS/N2334, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with bleeding and shock & provide the emergency medical care accordingly.

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Differentiate between arterial, venous and capillary bleeding. • State methods of emergency medical care of external bleeding. • Establish the relationship between body substance isolation and bleeding. • Establish the relationship between airway management and the trauma patient. • Establish the relationship between mechanism of injury and internal bleeding. • List the signs of internal bleeding. • List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding. • List signs and symptoms of shock (hypoperfusion). • State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion). • Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypo-perfusion).	• Demonstrate direct pressure as a method of emergency medical care of external bleeding. • Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding. • Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding • Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding. • Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypo-perfusion). • Demonstrate completing a pre-hospital care report for patient with bleeding and/or shock (hypo-perfusion)
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 16: Trauma (soft tissue injuries and burns)

Mapped to: HSS/N2334, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with soft tissue injuries and burns & provide the emergency medical care accordingly.

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the major functions of the skin. • List the layers of the skin. • Establish the relationship between body substance isolation (BSI) and soft tissue injuries. • List the types of closed soft tissue injuries. • Describe the emergency medical care of the patient with a closed soft tissue injury. • State the types of open soft tissue injuries. • Describe the emergency medical care of the patient with an open soft tissue injury. • Discuss the emergency medical care considerations for a patient with a penetrating chest injury. • State the emergency medical care considerations for a patient with an open wound to the abdomen. • Differentiate the care of an open wound to the chest from an open wound to the abdomen. • List the classifications of burns. • Define superficial burn. • List the characteristics of a superficial burn. • Define partial thickness burn. • List the characteristics of a partial thickness burn. • Define full thickness burn. • List the characteristics of a full thickness burn. • Describe the emergency medical care of the patient with a superficial burn.	• Demonstrate the steps in the emergency medical care of closed & open soft tissue injuries. • Demonstrate the steps in the emergency medical care of a patient with an open chest wound. • Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds. • Demonstrate the steps in the emergency medical care of a patient with an impaled object. • Demonstrate the steps in the emergency medical care of a patient with an amputation. • Demonstrate the steps in the emergency medical care of an amputated part. • Demonstrate the steps in the emergency medical care of a patient with superficial burns. • Demonstrate the steps in the emergency medical care of a patient with partial thickness, full thickness, chemical, electrical burns. • Demonstrate completing a prehospital care report for patients with soft tissue injuries. • Demonstrate the steps in the emergency medical care of closed soft tissue injuries.

• Describe the emergency medical care of the patient with a partial thickness burn • Describe the emergency medical care of the patient with a full thickness burn. • List the functions of dressing and bandaging. • Describe the purpose of a bandage. • Describe the steps in applying a pressure dressing. • Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries. • Describe the effects of improperly applied dressings, splints and tourniquets. • Describe the emergency medical care of a patient with an impaled object. • Describe the emergency medical care of a patient with an amputation. • Describe the emergency care for a chemical burn. • Describe the emergency care for an electrical burn.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 17: Trauma (musculoskeletal injuries)

Mapped to: HSS/N2334, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with musculoskeletal injuries & provide the emergency medical care accordingly

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities. • Differentiate between an open and a closed painful, swollen, deformed extremity. • List the indications, general rules and complications of splinting • List the complications of splinting. • List the emergency medical care for a patient with a painful, swollen, deformed extremity. • Explain the rationale for splinting at the scene versus load and go. • Explain the rationale for immobilization of the painful, swollen, deformed extremity.	• Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity. • Demonstrate completing a prehospital care report for patients with musculoskeletal injuries.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 18: Trauma (injuries to the head and spine)

Mapped to: HSS/N2334, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with injuries to the head and spine & provide the emergency medical care accordingly

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Relate mechanism of injury to potential injuries of the head and spine. • Describe the implications of not properly caring for potential spine injuries. • State the signs and symptoms of a potential spine injury. • Describe the method of determining if a responsive patient may have a spine injury. • Relate the airway emergency medical care techniques to the patient with a suspected spine injury. • Describe how to stabilize the cervical spine. • Discuss indications for sizing and using a cervical spine immobilization device. • Establish the relationship between airway management and the patient with head and spine injuries. • Describe a method for sizing a cervical spine immobilization device. • Describe how to log roll a patient with a suspected spine injury. • Describe how to secure a patient to a long spine board. • List instances when a short spine board should be used. • Describe how to immobilize a patient using a short spine board. • Describe the indications for the use of rapid extrication. • List steps in performing rapid extrication. • State the circumstances when a helmet should be left on the patient. • Discuss the circumstances when a helmet should be removed. • Identify different types of helmets.	• Demonstrate opening the airway in a patient with suspected spinal cord injury. • Demonstrate evaluating a responsive patient with a suspected spinal cord injury. • Demonstrate methods of stabilization of the cervical spine. • Demonstrate the four-person log roll for a patient with a suspected spinal cord injury. • Demonstrate how to log roll a patient with a suspected spinal cord injury using two people. • Demonstrate securing a patient to a long spine board. • Demonstrate using the short board immobilization technique. • Demonstrate procedure for rapid extrication. • Demonstrate preferred methods for stabilization of a helmet. • Demonstrate helmet removal technique. • Demonstrate alternative methods for stabilization of a helmet. • Demonstrate completing a pre-hospital care report for patients with head and spinal injuries.

• Describe the unique characteristics of sports helmets. • Explain the preferred methods to remove a helmet. • Discuss alternative methods for removal of a helmet. • Describe how the patient's head is stabilized to remove the helmet. • Differentiate how the head is stabilized with a helmet compared to without a helmet. • Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected. • Explain the rationale for utilizing immobilization methods apart from the straps on the cots. • Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position. • Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death. • Discuss the reasons for leaving a helmet in place for transport of a patient. • Discuss the reasons for removal of a helmet prior to transport of a patient.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 19: Environmental emergencies

Mapped to: HSS/N2335, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with environmental emergencies & provide the emergency medical care accordingly.

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the various ways that the body loses heat. • List the signs and symptoms of exposure to cold. • Explain the steps in providing emergency medical care to a patient exposed to cold. • List the signs and symptoms of exposure to heat. • Explain the steps in providing emergency care to a patient exposed to heat. • Recognize the signs and symptoms of water-related emergencies. • Describe the complications of near drowning. • Recognize the signs and symptoms, complications of altitude illness.	• Demonstrate the assessment and emergency medical care of a patient with exposure to cold. • Demonstrate the assessment and emergency medical care of a patient with exposure to heat. • Demonstrate the assessment and emergency medical care of a near drowning or diving patient. • Demonstrate the assessment and emergency medical care of a patient with altitude illness. • Demonstrate completing a pre-hospital care report for patients with environmental emergencies.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 20: Poisoning or Overdose

Mapped to: HSS/N2335, v1.0

Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with poisoning or overdose & provide the emergency medical care accordingly.

Duration: *20:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List various ways that poisons enter the body. • List signs/symptoms associated with poisoning. • Discuss the emergency medical care for the patient with possible overdose. • Describe the steps in the emergency medical care for the patient with suspected poisoning. • Recognize the need for medical direction in caring for the patient with poisoning or overdose. • Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient. • Discuss the emergency medical care of bites and stings.	• Demonstrate the steps in the emergency medical care for the patient with possible overdose. • Demonstrate the steps in the emergency medical care for the patient with suspected poisoning. • Demonstrate the assessment and documentation of patient response.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
NA	

Module 21: Mass casualty incident

Mapped to: HSS/N2336, v1.0

Terminal Outcomes:

- Identify injured or sick patients who require immediate treatment.
- Perform initial triage, patient extraction and secondary triage in case of mass casualty incident.

Duration: *12:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the ECA's role during a call involving hazardous materials. • Describe the actions that an ECA should take to ensure bystander safety. • State the role the ECA should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation. • List the steps to approach a hazardous situation. • Discuss the various environmental hazards that affect EMS. • Describe the criteria for a multiple-casualty situation. • Discuss the components of Sort, Assess, Lifesaving interventions, Treat and Transport (SALT) and Simple Triage and Rapid Treatment (START) triage model. • Define the role of the ECA in a disaster operation and an incident management structure on arrival at the scene including as incident commander, designating triage team(s), treatment team(s), and a transport officer • Describe basic concepts of incident management. • Explain the methods for preventing contamination of self, equipment and facilities along with methods to use the equipment. • Discuss role of ECA in extracting patients from the casualty area based on initial triage to designated triage and treatment areas and then re-triage patients. • Discuss transportation of patients to healthcare provider facilities in advance of	• Review the local mass casualty incident plans and make diagrams showing SALT and START triage model as well as how to set up separate areas for treatment, triage and transport. • Perform role play of setting up triage area for victims with minor injuries and monitoring such victims for changes in their condition. • Demonstrate the use of equipment like cots and litters for extraction where required. • Demonstrate coordination skills with healthcare team and bystanders for performing initial triage, patient extraction and secondary triage in case of mass casualty incident.

a mass casualty incident and possible arrival of multiple patients • Discuss about hazards and risks associated with handling medical samples and reporting in case of emergency.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
PPE, colour coded tags, cots and litters	

Module 22: Ambulance Operations

Mapped to: HSS/N2336, v1.0

Terminal Outcomes:

- Prepare, manage and maintain ambulance for handling emergency as per the specified standards.

Duration: *20:00*	**Duration**: *25:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the medical and non-medical equipment needed to respond to a call. • Describe the basic structure and function of the ambulance. • List different types of medical equipment required in ambulance such as basic supplies, patient transfer equipment, airways, suction equipment, artificial ventilation devices, oxygen inhalation equipment, cardiac compression equipment, medications. • List different types of non-medical equipment required in ambulance such as personal safety equipment and pre-planned routes or comprehensive street maps. • List the phases of an ambulance call. • Describe the general provisions of state laws relating to the operation of the ambulance and privileges in the categories such as speed, warning lights, siren, right of way, parking, turning. • List contributing factors to unsafe driving conditions. • Describe the considerations that should be given to request for escorts, following an escort vehicle and intersections. • Discuss "Due Regard For Safety of All Others" while operating an emergency vehicle. • Summarize the importance of preparing the unit for the next response. • Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization.	• Prepare a mock ambulance equipped with all necessary medical and non-medical equipment and supplies. • Show how to prepare ambulance upon receiving emergency call and disinfect ambulance after patient care. • Prepare a chart of traffic rules and regulations as per state/country norms relating to the operation of the ambulance and privileges.

• Describe how to clean or disinfect items, medical equipment and ambulance following patient care. • Describe how to discard the used equipment and consumables. • Explain the rationale for having the unit prepared to respond. • Discuss ways to manage and maintain medical and non-medical equipment of the ambulance unit • Discuss about inventory management, its need, principles and procedures	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Ambulance with basic supplies, patient transfer equipment, airways, suction equipment, artificial ventilation devices, oxygen inhalation equipment, cardiac compression equipment, medications, personal safety equipment and pre-planned routes or comprehensive street maps	

Module 23: Patient Transport and Handover to Provider Institute

Mapped to: HSS/N2336, v1.0

Terminal Outcomes:

- Carry out transport of the patient by an appropriate means based on the contextual considerations (emergency, weather conditions, patient's history and economic status).
- Perform handing over the patient to the medical staff.

Duration: *15:00*	**Duration**: *25:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss use of the SBAR (Situation, Background, Assessment, and Recommendation) technique during patient handover and communication • Discuss the procedure of hospital allocation starting from assessment of the patient's medical condition, consolidation of the complete information related to hospitals, directions from the medical officer and then arrangement of transport to the allocated medical facility. • Describe the risks involved in the process of allocating a hospital to the patient and steps to mitigate risks • Estimate appropriate means for patient transport considering weather conditions. • Explain the components of the written report and list the information that should be included on the written report. • Identify the various sections of the written report. • Describe what information is required in each section of the pre-hospital care report and how it should be entered. • Define the special considerations concerning patient refusal. • Describe the legal implications associated with the written report. • Discuss all state and/or local record and reporting requirements. • Explain the rationale for patient care documentation. • Explain the rationale for the EMS system gathering data. • Explain the rationale for using medical terminology correctly.	• Allocate a healthcare provider facility for a mock case based on using SBAR (Situation, Background, Assessment, and Recommendation) technique. • Complete a mock pre-hospital care report.

• Explain the rationale of using an accurate and synchronous clock so that information can be used in trending.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
Sample PCR formats and consent forms	

Module 24: Infection control policies and procedures

Mapped to: HSS/N9620, v1.0

Terminal Outcomes:

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

Duration: *08:00*	**Duration**: *08:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the concept of healthy living. • Describe the importance of infection control and prevention. • List strategies for preventing transmission of pathogenic organisms. • Describe the nosocomial infections. • Explain the importance of incident reporting. • Discuss in brief about COVID-19 coronavirus infection. • Explain the concept of immunization. • Describe the hand-hygiene guidelines and procedures used in healthcare-settings. • Explain the importance of using Personal Protective Equipment (PPE). • List the types of PPE. • Describe the process of wearing and removing each of the PPE. • Explain various vaccinations against common infectious diseases.	• Demonstrate the steps of spill management. • Demonstrate the procedures of hand hygiene. • Demonstrate donning, doffing and discarding of PPE (with special emphasis to pandemic like COVID-19)
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Hypochlorite solution, chlorhexidine, alcohol swab Apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol Disposable cartridge and syringes Spill Kit	
Overlapping module 6,20	

Module 25: Bio-medical waste management

Mapped to: HSS/N9620, v1.0

Terminal Outcomes:

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

Duration: *08:00*	**Duration**: *08:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Categorize the different types of biomedical waste. • Explain the importance and mechanism of proper and safe disposal, transportation and treatment of bio-medical waste. • Identify the various types of colour coded bins/containers used for disposal of biomedical waste. • Explain the importance of following local guidelines of biomedical waste disposal.	• Segregate the biomedical waste applying the local guidelines. • Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste. • Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins Visit to biomedical waste treatment plant for field assignment	

Mandatory Duration: *510:00*	Recommended Duration: *00:00*
Module Name: On-the-Job Training **Location: On Site**	
Terminal Outcomes • Orientation to emergency medical services. • Coordinate with control room, respond to emergency calls and prepare to move to the emergency site • Size up the scene at site from response upon arrival at the emergency site, evaluating the situation and ensuring the safety of self, patient(s) and others • Identify the symptoms of medical emergency to determine its type. • Follow the prescribed procedures and steps as guided by the physician for the type of medical emergency • Recognize trauma emergencies and support in its management • Recognize the symptoms and signs of environmental emergencies and poisoning or overdose and support in its management. • Identify injured or sick patients who require immediate treatment. • Perform patient triage using various models. • Prepare ambulance for the emergency • Practice transporting the patient by appropriate means • Demonstrate techniques of handover the patient to the concerned staff of provider institute • Demonstration of documentation and recording of equipment to hospital staff with data entry as per protocols including reading of instrument/equipment, recording and record maintenance • Demonstrate handling of biomedical waste from its segregation in different coloured dustbin as per the protocol. • Demonstrate spillage management with 1% hypochlorite solution. • Demonstrate donning and doffing off PPE.	

Annexure

Trainer Requirements

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

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Emergency Care Assistant" mapped to QP: "HSS/Q2304 v1.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with minimum score of 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Medical Graduate	MBBS, BAMS, BHMS	2		1		
Ph.D.	Nursing	2		1		
M.Sc.	Nursing	2		1		
B.Sc. or PostBasic B.Sc.	B.Sc. (Nursing)	3		1		
Diploma	GNM (General Nursing Midwifery)	5		1		

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Emergency Care Assistant" mapped to QP: "HSS/Q2304 v1.0" with minimum score of 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" with minimum score of 80%.

Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role 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 & equipment requirement etc.

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

The On the Job (OJT) training component, which is a mandatory part of the training, done by the candidate at a healthcare organization has to be appropriately captured as per OJT log book framework. This shall be assessed and would carry the weightage during final assessment done by HSSC as per assessment strategy defined for COVID Frontline Worker (Medical Equipment Support).

The following tools would be used for final assessment:

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

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

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

3. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

i. True / False Statements
ii. Multiple Choice Questions
iii. Matching Type Questions.
iv. Fill in the blanks
v. Scenario based Questions
vi. Identification Questions

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and

introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

1) Guidance regarding NSQF
2) Qualification Pack Structure
3) Guidance for the assessor to conduct theory, practical and viva assessments
4) Guidance for trainees to be given by assessor before the start of the assessments.
5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
6) Viva guidance for uniformity and consistency across the batch.
7) Mock assessments
8) Sample question paper and practical demonstration

References

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
CPR	Cardio Pulmonary Resuscitation