



# Model Curriculum

**QP Name: Cupping Therapy Assistant**

**QP Code: HSS/Q4101**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Unani Therapy
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	10 <sup>th</sup>
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	
<b>Next Review Date</b>	
<b>NSQC Approval Date</b>	
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	
<b>Model Curriculum Valid Up to Date</b>	
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	750 Hours
<b>Maximum Duration of the Course</b>	900 Hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Describe the basic principles and concepts in cupping therapy.
- Facilitate appointment for the patient with the practitioner.
- Clean and disinfect material, equipment, and therapy room for dry and wet cupping therapy procedure.
- Demonstrate the skills to carry out dry cupping therapy.
- Assist an AYUSH practitioner in carrying out wet cupping therapy.
- Follow biomedical waste disposal and infection control policies and procedures in the healthcare organization.

### 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 Modules</b>	<b>16:00</b>	<b>20:00</b>	<b>20:00</b>	<b>20:00</b>	<b>76:00</b>
<a href="#">Module 1: Introduction to healthcare delivery systems</a>	08:00	08:00	00:00	00:00	16:00
<a href="#">Module 2: Soft skills and communication</a>	08:00	12:00	00:00	00:00	20:00
<b>HSS/N4101: Prepare unit and materials required for cupping therapy in adherence to hygiene standards NOS Version 1.0 NSQF Level 4</b>	<b>40:00</b>	<b>72:00</b>	<b>60:00</b>	<b>30:00</b>	<b>202:00</b>
<a href="#">Module 3: Introduction to Cupping Therapy</a>	12:00	12:00	00:00	00:00	32:00
<a href="#">Module 4: Commonly used equipment in Cupping Therapy</a>	16:00	32:00	00:00	00:00	48:00
<a href="#">Module 5: Role and responsibilities of a</a>	12:00	24:00	00:00	00:00	32:00

<a href="#">Cupping Therapy Assistant</a>					
<b>HSS/N4102: Provide dry cupping therapy under supervision of an AYUSH practitioner NOS Version 1.0 NSQF Level 4</b>	<b>92:00</b>	<b>120:00</b>	<b>70:00</b>	<b>40:00</b>	<b>322:00</b>
<a href="#">Module 6: Structure and functions of human body</a>	20:00	32:00	00:00	00:00	52:00
<a href="#">Module 7: Principles of cupping therapy</a>	24:00	28:00	00:00	00:00	52:00
<a href="#">Module 8: Cupping with other therapies</a>	20:00	28:00	00:00	00:00	48:00
<a href="#">Module 9: Dry Cupping Therapy</a>	28:00	32:00	00:00	00:00	60:00
<b>HSS/N4103: Assist the AYUSH practitioner in wet cupping therapy NOS Version 1.0 NSQF Level 4</b>	<b>38:00</b>	<b>60:00</b>	<b>70:00</b>	<b>50:00</b>	<b>218:00</b>
<a href="#">Module 10: Cupping Therapy for various disorders</a>	20:00	28:00	00:00	00:00	48:00
<a href="#">Module 11: Wet Cupping Therapy</a>	28:00	32:00	00:00	00:00	60:00
<b>HSS/N9620: Comply with Infection Control and Bio Medical Waste Disposal Policies NOS Version 1.0 NSQF Level 4</b>	<b>24:00</b>	<b>28:00</b>	<b>20:00</b>	<b>10:00</b>	<b>82:00</b>
<a href="#">Module 12: Infection Control Policies and Procedures</a>	12:00	20:00	00:00	00:00	24:00
<a href="#">Module 13: Biomedical Waste Management</a>	12:00	16:00	00:00	00:00	28:00
<b>Total</b>	<b>210:00</b>	<b>300:00</b>	<b>240:00</b>	<b>150:00</b>	<b>900:00</b>

# Module Details

## Module 1: Introduction to healthcare delivery systems

### Bridge Module

#### Terminal Outcomes:

- Describe the basic structure and function of healthcare delivery system in India with respect to various levels, patient care, and set-ups.

<b>Duration:</b> 08:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about the healthcare delivery system in India at primary, secondary, tertiary, and quaternary level.</li> <li>• Distinguish between the various types of systems of medicine like Allopathy, Unani, Ayurveda, Homeopathy, Chinese system of Medicine etc.</li> <li>• Differentiate between various healthcare services.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a report summarizing the basic structure and function of healthcare delivery system in India.</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>	

## Module 2: Soft skills and communication

### Bridge Module

#### Terminal Outcomes:

- Communicate effectively with co-workers.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts.

<b>Duration: 08:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of effective communication with patients, relatives, and colleagues.</li> <li>• Describe the attributes of a team player.</li> <li>• Discuss about confidentiality and privacy practices related to patient’s information.</li> <li>• Discuss the importance of teamwork.</li> <li>• Explain work ethics in the hospital set up.</li> <li>• Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of technical terms to ensure effective communication.</li> <li>• Apply time management skills</li> <li>• Demonstrate the use of reading and writing skills in written communication.</li> <li>• Demonstrate problem solving and decision-making skills in different situations.</li> <li>• Demonstrate skills of team- work and work prioritization in different team activities.</li> <li>• Demonstrate basic telephone and email etiquettes.</li> <li>• Prepare reports using 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>	
Case studies and demonstrative videos on teamwork, group dynamics	

## Module 3: Introduction to Cupping Therapy

Mapped to: HSS/N4101, V1.0

### Terminal Outcomes:

- Describe the concept of cupping therapy and its historical significance.
- Demonstrate the method of identifying cupping procedures of different countries.

Duration: 12:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the concept of alternative and complementary medicine.</li> <li>• Describe the history and significance of cupping therapy with respect to various countries such as China, Egypt, Greece, Arab, India, etc.</li> <li>• Discuss the rise in popularity of cupping therapy in India.</li> <li>• Describe the concept of cupping therapy according to different systems of medicine such as <i>Hijama</i> in Unani and <i>Raktamokshana</i> in Ayurveda.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the different types of cupping practices followed in different countries like India, China, Egypt, Greece etc.</li> <li>• Analyse the principles of cupping therapy between different systems of medicine like Ayurveda, Unani, Traditional Chinese medicine etc.</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>	
Excerpts of concept of cupping therapy according to various other systems of medicine	



## Module 4: Commonly used equipment in Cupping Therapy

Mapped to: HSS/N4101, V1.0

### Terminal Outcomes:

- Demonstrate the ways to maintain cupping therapy instruments and treatment room.

<b>Duration: 16:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various equipment used in cupping therapy.</li> <li>• Discuss the functioning and merits of –Automatic Electro-Magnetic Cupping Machine, plastic cups/pistol-handle valve cups/ suction gun cups, twist-top/screw top cups, cups with rubber tops/self- suction cups, magnetic cups/magnetic rubber Cups, bamboo cups, glass cups, rubber cups, silicon cups.</li> <li>• Describe the significance of maintaining hygiene and following infection control policies in equipment and material management.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the method of cleaning various equipment and cups.</li> <li>• Demonstrate the steps of routine maintenance of the therapy room.</li> <li>• Create sample checklist to be maintained for routine material management.</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>	
Different types of cups such as plastic, bamboo, magnetic etc., needles, gauze pieces, disinfection solution like hypochlorite solution, SOPs/ updated Centers for Disease Control and Prevention (CDC), USA guidelines of cleaning and disinfection of materials	

## Module 5: Role and responsibilities of a Cupping Therapy Assistant (CTA)

*Mapped to: HSS/N4101, V1.0*

### Terminal Outcomes:

- Describe the key roles and responsibilities of a cupping therapy assistant.

<b>Duration: 12:00</b>	<b>Duration: 24:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the role and responsibilities of a CTA</li> <li>Distinguish between the scope of practice of a cupping therapy assistant.</li> <li>Explain challenges and limitations of Cupping Therapy Assistants.</li> <li>Define the role and responsibilities of the CTA in reporting and management of records.</li> <li>Explain the purpose of obtaining written consent.</li> </ul>	<ul style="list-style-type: none"> <li>Create a hierarchical chart depicting roles and responsibilities of a CTA at different sites.</li> <li>Demonstrate effective interaction with other professionals to promote appropriate implementation of services.</li> <li>Create a sample set of documents to record procedure related information of cupping therapy clients.</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>	
Document and guidelines with detailed role description and limitations	

## Module 6: Structure and functions of the human body

*Mapped to: HSS/N4102, V1.0*

### Terminal Outcomes:

- Apply the knowledge of basic structure and function of the various body systems and its associated components.

<b>Duration: 20:00</b>	<b>Duration: 32:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various body parts in a human.</li> <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>• Describe basic function of vital organs.</li> <li>• Discuss different types of body fluids, secretions, and excretions.</li> <li>• Explain the physiological responses</li> <li>• Describe the efficacy of cupping therapy through thermographic.</li> <li>• Explain the benefits of cupping therapy on the body systems</li> </ul>	<ul style="list-style-type: none"> <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>• Design various working models depicting functioning of human body systems.</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.	

## Module 7: Principles of cupping therapy

Mapped to: HSS/N4102, V1.0

### Terminal Outcomes:

- Describe the foundational concepts and principles related to cupping therapy.

Duration: 24:00	Duration: 28:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the mode of action of cupping therapy.</li> <li>Describe the concept of segmental therapy.</li> <li>Explain the concept of 'Qi'.</li> <li>Explain the theory of <i>yin</i> and <i>yang</i> or five elements as per Traditional Chinese Medicine.</li> <li>Differentiate between the traditional and modern approaches to cupping therapy.</li> <li>Explain the physical and metaphysical aspects to cupping therapy.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the principles and practices of conventional and modern cupping therapy.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Various types of cups, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner, conventional cups like horn	

## Module 8: Cupping with other therapies

Mapped to: HSS/N4102, V1.0

### Terminal Outcomes:

- Explain the concept of cupping therapy used in other therapies.
- Demonstrate the methods of using cupping technique with different therapies.

<b>Duration:</b> 20:00	<b>Duration:</b> 28:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the concept of cupping with other therapies such as acupuncture, moxibustion, Gua Sha, Tuī Ná.</li> <li>• Explain the importance of cupping in sports injuries and Pain management.</li> <li>• Describe the concept of cupping in beauty therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of carrying out cupping therapy using Gua Sha, Tuī Ná etc.</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>	
Various types of cups, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner, material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles	

## Module 9: Dry Cupping Therapy

Mapped to: HSS/N4102, V1.0

### Terminal Outcomes:

- Describe the concept of dry cupping therapy.
- Demonstrate dry cupping therapy procedure.

Duration: 28:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain Dry Cupping/ Cupping without scarification (<i>hijamat bila shurt/hijamat jaffa</i>).</li> <li>• Explain the indications, contraindications, advantages of dry cupping (<i>Imala-e-Mavad</i>).</li> <li>• Describe the concept, indications, contraindications, advantages, and steps of carrying out Weak / Light, medium, strong, moving or massage, needle, hot, moxa, herbal, empty, flash, ice/ water and magnetic cupping therapy.</li> <li>• List various patient positions used in dry cupping therapy such as prone, Sim’s lateral, sitting, supine, etc.</li> <li>• Explain the rationale behind the dietary restrictions before the procedure in dry cupping therapy.</li> <li>• Explain the pre-operative recommendations to be followed before dry cupping.</li> <li>• Explain the post-operative recommendations to be followed for dry cupping therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the method of identifying various positions required for cupping therapy.</li> <li>• Demonstrate carrying out a mock session for a client undergoing dry cupping therapy procedure.</li> <li>• Create a sample follow-up plan for a client who has undergone dry cupping therapy.</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>	
Various types of cups, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner, material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles	

## Module 10: Cupping therapy for various disorders

Mapped to: HSS/N4103, V1.0

### Terminal Outcomes:

- Explain in brief the type of cupping therapy beneficial in various disorders.
- Demonstrate the method and process of identifying the type of therapy required for the type of disorder.

Duration: 20:00	Duration: 28:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the concepts of four body humors according to the Unani medicine i.e., <i>Dam</i> (Blood), <i>Safra</i> (Yellow Bile), <i>Balgam</i> (Phlegm) and <i>Sauda</i> (Black bile).</li> <li>• Discuss various diseases and disorders in which cupping therapy is beneficial such as aches and pains, abdominal and digestive disorder, common and chronic diseases, lungs and chest disorder, heart diseases, nervous disorder, skin disorder, beauty therapy, and sports injury.</li> <li>• Explain the points to remember in cupping therapy on elderly and bedridden patients.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the method of identifying physical attributes associated with various diseases.</li> <li>• Demonstrate the method of carrying out cupping therapy based on the sample case studies.</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>	
Various types of cups, material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles, scalpel, sterile gauze pieces	

## Module 11: Wet Cupping Therapy

Mapped to: HSS/N4103, V1.0

### Terminal Outcomes:

- Describe the concept of wet cupping therapy, its benefits, and indications.
- Demonstrate the process of preparing a patient for wet cupping therapy procedure.

Duration: 28:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain Wet Cupping/Cupping (<i>Tanqiya-e- Mavad</i>) with scarification/<i>hijamat bil shurt/hijamat rataba/hijamat damiya</i> according to Unani medicine.</li> <li>• Explain the indications of wet cupping therapy such as Apoplexy, Bronchial asthma, chronic, high blood pressure, pneumonia, influenza, Gastritis, Headache, Polyemia (polycythemia) etc.</li> <li>• List the contraindications to wet cupping therapy such as Tuberculosis of the lung, neoplasms, hypotonia, hemophilia, anemic conditions etc.</li> <li>• Discuss the advantages of wet cupping therapy (<i>Imala-e- Mavad</i>).</li> <li>• List various conditions in which wet cupping therapy is contra-indicated such as pregnant women, patients with pacemaker, heart diseases, organ transplant etc.</li> <li>• Describe the concept of bloodletting procedure (<i>Raktamokshan</i> therapy) according to Ayurveda.</li> <li>• Differentiate between the types of bloodletting procedure i.e. <i>Shastraprayoga</i> and <i>anushastraprayoga</i></li> <li>• List the types of <i>Shastraprayoga</i> raktamokshana i.e. <i>Pracchana</i> (bloodletting) and <i>Siravedhana</i> (venepuncture).</li> <li>• List the types of <i>anushastraprayoga</i> i.e. <i>jalaukaproyaga</i> (use of leech), <i>sringaprayoga</i> (use of horns), <i>alabuproyaga</i> (use of bottle gourd), and <i>yantraprayoga</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the method of identifying various positions required for cupping therapy.</li> <li>• Demonstrate carrying out a mock counselling session for a client undergoing wet cupping therapy procedure.</li> <li>• Demonstrate the process of assisting during creation of incisions.</li> <li>• Demonstrate the methods of diagnosing from the coloration of cupping marks.</li> <li>• Create a mock follow- up plan for a client who has undergone wet cupping therapy.</li> </ul>



<ul style="list-style-type: none"> <li>• Explain the rationale behind the dietary restrictions before the procedure in wet cupping therapy.</li> <li>• Explain the pre-operative recommendations to be followed before wet cupping.</li> <li>• Explain the post-operative recommendations to be followed before wet cupping.</li> <li>• Explain the process of diagnosis with cupping marks.</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>Various types of cups, scalpel, sterile gauze pieces, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner</p>	

## Module 12: 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.

<b>Duration: 12:00</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 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>• Describe the nosocomial infections.</li> <li>• Explain the importance of incident reporting.</li> <li>• Discuss in brief about COVID-19 infection.</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>• Explain various vaccinations against common infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps of spill management.</li> <li>• Demonstrate the procedures of hand hygiene.</li> <li>• Demonstrate donning, doffing and discarding of PPE (with special emphasis to pandemic like COVID-19).</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>	
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	

## Module 13: Biomedical 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.

<b>Duration: 12:00</b>	<b>Duration: 16:00</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 and mechanism 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 importance of following 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 bio-medical waste.</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>	
Different coded color bins, chart for color coding of bins Visit to biomedical waste treatment plant for field assignment	

**Mandatory Duration:** <240:00>

**Recommended Duration:** <160:00>

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

**Location: On Site**

**Terminal Outcomes**

- Explain the complete concept of cupping therapy, it's method and types, uses on different diseased conditions etc.
- Discuss cupping from the point of modern concept, Sunnah (horary) points used in the treatment to treat physical ailments.
- Display basic knowledge of commonly occurring disorders.
- Identify various types of cups used in dry and wet cupping therapy.
- Demonstrate the methods of disinfecting and cleaning the instruments and material along with the treatment room according to the SOPs.
- Follow aseptic techniques while managing material.
- Identify one's own role in carrying out the procedure of dry and wet cupping.
- Convey information to colleagues and patients in a concise and accurate manner.
- Demonstrate strong interpersonal skills, emotional intelligence, and self-awareness.

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	AYUSH or Physiotherapy or Acupuncture	4 years of experience in the relevant sector	AYUSH practitioners	2		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Cupping Therapy Assistant” mapped to QP: “HSS/Q4101, 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, v1.0” with minimum score of 80%.

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	AYUSH or Physiotherapy or Acupuncture	8 years of experience in the relevant sector	AYUSH practitioners	3		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Cupping Therapy Assistant” mapped to QP: “HSS/Q4101 v1.0” with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701, v1.0” 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 & 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. On-Job Training:** OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

**4. 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

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards