



# Health & Wellness Coach

QP Code: HSS/Q8401

Version: 1.0

NSQF Level: 5

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## HSS/Q8401: Health & Wellness Coach

### Brief Job Description

Health and wellness coaches are the professionals who are trained to coach the client to adopt and adhere to a healthy lifestyle for the promotion of their well-being by identifying risk factors of select chronic diseases, applying biometric findings and suggesting lifestyle recommendations for optimizing health. These professionals follow the prescription/medical advice from a licensed physician or healthcare specialist and work under the limits of competence and authority to coach the client. These professionals do not diagnose or prescribe any medical intervention.

### Personal Attributes

They should exhibit good coordination, self-discipline, dedication, persistence, ethical behaviour and the ability to deal empathetically with clients and their families. They should have good communication skills in Hindi, English or any other local language.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [HSS/N8401: Assess Client wellness requirements to develop personalized wellness plans](#)
2. [HSS/N8402: Coach the client on a personalized wellness plan](#)
3. [HSS/N8403: Track and assess clients' progress toward their wellness goal](#)
4. [HSS/N8404: Ensure confidentiality while maintaining proper documentation](#)
5. [HSS/N9623: Ensure sanitization and infection control guidelines are followed at workplace](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Social Work & Community Health
<b>Occupation</b>	Social Work, Occupational Health Services
<b>Country</b>	India
<b>NSQF Level</b>	5

<b>Credits</b>	18
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2635.0600
<b>Minimum Educational Qualification &amp; Experience</b>	<p>12th Class (pass) with 3 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (4.5) with 1.5 years of experience relevant OR Previous relevant Qualification of NSQF Level (4) with 3 Years of experience relevant OR UG in relevant field with 1 Year of experience OR Diploma (after 12th) with 1 Year of experience</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	1.0

## HSS/N8401: Assess Client wellness requirements to develop personalized wellness plans

### Description

This Occupational Standard describes the pre-coaching preparation required for the smooth conduct of a session as per the client's requirements.

### Scope

The scope covers the following :

- Obtain client information and prepare a coaching plan.

### Elements and Performance Criteria

*Obtain client information and prepare a coaching plan.*

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

- PC1.** Adopt gender-neutral behaviour towards the client while introducing oneself
- PC2.** Obtain information from the client regarding their lifestyle patterns.
- PC3.** Take history or conduct interviews to understand the needs or goals of a client
- PC4.** Interpret information about lifestyle and health from family history, medical records, blood investigations
- PC5.** Check and record physical parameters such as height, weight, body mass index (BMI)
- PC6.** Enter information in a prescribed format obtained from various sources.
- PC7.** Maintain confidentiality and privacy of records
- PC8.** Evaluate the client's condition based on the information received
- PC9.** Identify individual risk factors and the likelihood of their impact on the overall wellbeing
- PC10.** Assess coaching or lifestyle modification requirements considering the client's beliefs and lifestyle in alignment with ethical and legal consideration
- PC11.** Assess family dynamics, and socio-cultural and religious sensitivities to acknowledge the preferences
- PC12.** Design a schedule in accordance to a medical prescription and advice
- PC13.** Customize the schedule as per the client's interest, beliefs and culture while minimizing deviation from identified outcome goals

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Relevant protocols, good practices, standards, policies, and procedures related to coaching
- KU2.** Recognise the moral, legal, and ethical responsibility towards the organization
- KU3.** Scope and objectives of the organization to perform the duties to meet the vision and mission of the organization
- KU4.** The importance of identifying and respecting gender differences and diversity

- KU5.** The importance of preparing appropriate Information, Education and Communication (IEC) material such as visual aids, slides, electronic presentations, and hand-outs for an effective session.
- KU6.** Concept of Wellness and well-being concepts
- KU7.** Knowledge of Ethical, legal, and philosophical principles in coaching
- KU8.** Demonstrate the Setting up of the coaching room.
- KU9.** Basic about the onset of common chronic diseases such as Hypertension/prehypertension, Diabetes/pre-diabetes, Overweight & obesity, cardiovascular disease (mainly heart disease and stroke), Metabolic syndrome, arthritis and inflammation.
- KU10.** Basic indicators like fasting glucose, haemoglobin, BMI, waist circumference, Lipid abnormalities, and lipid panels
- KU11.** Concept of Nutrition and Weight Status
- KU12.** Healthy eating plate
- KU13.** Common evidence-based nutritional interventions including Ayurvedic diet for prevalent medical conditions
- KU14.** Physical activity, sedentary lifestyle, and the role of Yoga in maintaining a healthy lifestyle.
- KU15.** Overview of sleep health, Common sleep disorders, Sleep hygiene.
- KU16.** Stress & emotional wellness.
- KU17.** Importance of Avoiding tobacco use, Moderate or no alcohol use, substance abuse
- KU18.** Importance of documenting the information from different sources regarding client profiles.
- KU19.** Information system to feed data document.
- KU20.** How to collect client data in a systematic and organized fashion from different sources including social support networks, medical records, healthcare providers, family members or others.
- KU21.** Various topics are to be addressed during client assessment and sequence logically
- KU22.** How to read and correctly interpret medical and clinical information from client's medical file
- KU23.** Importance of reading and following instructions specified by the other members/doctors.
- KU24.** Importance of protecting the clients rights and always maintaining confidentiality

## **Generic Skills (GS)**

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

- GS1.** Write in one or more languages.
- GS2.** Write instructions as per the customized plan
- GS3.** Complete all activities accurately and on time.
- GS4.** Build rapport and use a customer-centric approach.
- GS5.** Be sensitive to the non-verbal communication of the client and relatives.
- GS6.** Interact and convey information effectively to clients and others.
- GS7.** Be compassionate with client and their families
- GS8.** Build interpersonal relationships that foster inter- and intra-departmental unity

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Obtain client information and prepare a coaching plan.</i>	<b>85</b>	<b>70</b>	<b>40</b>	<b>50</b>
<b>PC1.</b> Adopt gender-neutral behaviour towards the client while introducing oneself	-	-	-	-
<b>PC2.</b> Obtain information from the client regarding their lifestyle patterns.	-	-	-	-
<b>PC3.</b> Take history or conduct interviews to understand the needs or goals of a client	-	-	-	-
<b>PC4.</b> Interpret information about lifestyle and health from family history, medical records, blood investigations	-	-	-	-
<b>PC5.</b> Check and record physical parameters such as height, weight, body mass index (BMI)	-	-	-	-
<b>PC6.</b> Enter information in a prescribed format obtained from various sources.	-	-	-	-
<b>PC7.</b> Maintain confidentiality and privacy of records	-	-	-	-
<b>PC8.</b> Evaluate the client's condition based on the information received	-	-	-	-
<b>PC9.</b> Identify individual risk factors and the likelihood of their impact on the overall wellbeing	-	-	-	-
<b>PC10.</b> Assess coaching or lifestyle modification requirements considering the client's beliefs and lifestyle in alignment with ethical and legal consideration	-	-	-	-
<b>PC11.</b> Assess family dynamics, and socio-cultural and religious sensitivities to acknowledge the preferences	-	-	-	-
<b>PC12.</b> Design a schedule in accordance to a medical prescription and advice	-	-	-	-
<b>PC13.</b> Customize the schedule as per the client's interest, beliefs and culture while minimizing deviation from identified outcome goals	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>85</b>	<b>70</b>	<b>40</b>	<b>50</b>



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N8401
<b>NOS Name</b>	Assess Client wellness requirements to develop personalized wellness plans
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Social Work, Community Health Services
<b>NSQF Level</b>	5
<b>Credits</b>	5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HSS/N8402: Coach the client on a personalized wellness plan

### Description

This unit is about advising the client to make changes in their lifestyle under medical prescription to promote health and alleviation of diseases

### Scope

The scope covers the following :

- Educate the client and their families on required lifestyle modifications for health promotion

### Elements and Performance Criteria

#### *Educate the client and their families on required lifestyle modifications for health promotion*

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

- PC1.** Collaborate with clients to set realistic and achievable short-term and long-term wellness goals, ensuring they align with their overall health objectives.
- PC2.** Offer a supportive and empathetic environment where clients feel comfortable discussing their challenges, successes, and concerns.
- PC3.** Evaluate the client's health, lifestyle, and wellness goals through interviews, questionnaires, and assessments.
- PC4.** Educate clients on healthy habits, nutrition, exercise, and overall wellness.
- PC5.** Determine the perception of individual's ability to make changes in their life
- PC6.** Communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary
- PC7.** Involve families during counselling session to obtain necessary information regarding clients
- PC8.** Adjust approach according to client's understanding
- PC9.** Be sensitive to cultural differences and aware of how cultural beliefs and practices can influence health and wellness choices
- PC10.** Acknowledge client's emotions and be empathetic
- PC11.** Educate family members on advantages of lifestyle modifications to improvise health such as Practicing yoga asanas (postures) and meditation
- PC12.** Engage the client in care decisions through evidence-based coaching strategies
- PC13.** Adjust Coaching Approach if not suitable
- PC14.** Handle stressful or risky situations when educating client
- PC15.** Respond to any queries raised by the client with accurate information.
- PC16.** Identify action steps to reach the goal
- PC17.** Maintain records required at the end of the session

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Relevant protocols, good practices, standards, policies, and procedures related to coaching
- KU2.** Recognize the moral, legal, and ethical responsibility towards the organization
- KU3.** The importance of identifying and respecting gender differences and diversity
- KU4.** The importance of utilizing appropriate Information, Education and Communication (IEC) material such as visual aids, slides, electronic presentation, hand-outs while taking information from the client
- KU5.** Coaching process type of coaching relationship (i.e., short laser coaching session vs. long-term coaching relationship, telephonic, coaching apps, face-to-face, incentivized coaching)
- KU6.** Importance of time management
- KU7.** Concept of SMART objectives (Specific, Measurable, Achievable, Realistic, Time-bound)
- KU8.** Concept of Behavior Change Theory
- KU9.** Understand techniques for motivational interviewing
- KU10.** Concept of Client-centered relationship
- KU11.** Importance of Active listening and presence of mind
- KU12.** Knowledge of Open-ended, close-ended questions, Evocative (powerful) questions
- KU13.** Chronic diseases like Hypertension/prehypertension, Diabetes/pre-diabetes, fasting glucose, haemoglobin A1c, Overweight & obesity, BMI, waist circumference, cardiovascular disease (mainly heart disease and stroke), Metabolic syndrome, arthritis and inflammation, Lipid abnormalities, lipid panels
- KU14.** Concept of Nutrition and Weight Status
- KU15.** Concept of a Healthy Eating Plate
- KU16.** Common evidence-based nutritional interventions for prevalent medical conditions
- KU17.** Basic knowledge of Physical activity, sedentary lifestyle
- KU18.** Overview of sleep health, Common sleep disorders, Sleep and chronic disease
- KU19.** Importance of Integrating the values from Yoga and Ayurveda into one's lifestyle for healthier and balanced lifestyle
- KU20.** Knowledge of Sleep hygiene
- KU21.** Concept of Stress & emotional wellness
- KU22.** Importance of Avoiding tobacco use, Moderate or no alcohol use, substance abuse
- KU23.** Identifying addictive behaviors and structured approach to behavior modification
- KU24.** Understand the importance of emphasizing impact on overall well-being, health promotion, and disease prevention with millets
- KU25.** Understanding the principle of holistic approach to health, considering the individual as a whole by Integrating physical, mental, emotional, and spiritual aspects.

## **Generic Skills (GS)**

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

- GS1.** Write in at least one or more language.
- GS2.** Maintain any records required after the interaction.
- GS3.** Read instructions and pamphlets provided by organization
- GS4.** Keep abreast with the latest knowledge by reading relevant materials
- GS5.** Communicate in polite, calm, empathetic and congenial manner.

- GS6.** Adopt a communication style to reflect gender, cultural and religious sensitivities
- GS7.** Build rapport with the client's family and use customer centric approach
- GS8.** Be sensitive to the non-verbal communication of the client and relatives
- GS9.** Avoid using jargon, slang or acronyms when communicating with a stakeholder, unless it is required.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Educate the client and their families on required lifestyle modifications for health promotion</i>	<b>77</b>	<b>70</b>	<b>40</b>	<b>50</b>
<b>PC1.</b> Collaborate with clients to set realistic and achievable short-term and long-term wellness goals, ensuring they align with their overall health objectives.	-	-	-	-
<b>PC2.</b> Offer a supportive and empathetic environment where clients feel comfortable discussing their challenges, successes, and concerns.	-	-	-	-
<b>PC3.</b> Evaluate the client's health, lifestyle, and wellness goals through interviews, questionnaires, and assessments.	-	-	-	-
<b>PC4.</b> Educate clients on healthy habits, nutrition, exercise, and overall wellness.	-	-	-	-
<b>PC5.</b> Determine the perception of individual's ability to make changes in their life	-	-	-	-
<b>PC6.</b> Communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary	-	-	-	-
<b>PC7.</b> Involve families during counselling session to obtain necessary information regarding clients	-	-	-	-
<b>PC8.</b> Adjust approach according to client's understanding	-	-	-	-
<b>PC9.</b> Be sensitive to cultural differences and aware of how cultural beliefs and practices can influence health and wellness choices	-	-	-	-
<b>PC10.</b> Acknowledge client's emotions and be empathetic	-	-	-	-
<b>PC11.</b> Educate family members on advantages of lifestyle modifications to improvise health such as Practicing yoga asanas (postures) and meditation	-	-	-	-
<b>PC12.</b> Engage the client in care decisions through evidence-based coaching strategies	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> Adjust Coaching Approach if not suitable	-	-	-	-
<b>PC14.</b> Handle stressful or risky situations when educating client	-	-	-	-
<b>PC15.</b> Respond to any queries raised by the client with accurate information.	-	-	-	-
<b>PC16.</b> Identify action steps to reach the goal	-	-	-	-
<b>PC17.</b> Maintain records required at the end of the session	-	-	-	-
<b>NOS Total</b>	<b>77</b>	<b>70</b>	<b>40</b>	<b>50</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N8402
<b>NOS Name</b>	Coach the client on a personalized wellness plan
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Social Work, Community Health Services
<b>NSQF Level</b>	5
<b>Credits</b>	5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HSS/N8403: Track and assess clients' progress toward their wellness goal

### Description

This unit is about providing the required knowledge and skills to assess and evaluate the effectiveness of coaching sessions.

### Scope

The scope covers the following :

- Monitor client's progress

### Elements and Performance Criteria

#### *Monitor client's progress*

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

- PC1.** Gather relevant baseline data or information from the client including health assessments, measurements (e.g., weight, blood pressure), and self-reported information (e.g., dietary habits, exercise routines).
- PC2.** Compare the findings with the earlier records and specific objectives identified during the coaching session.
- PC3.** Track and assess clients' progress toward their wellness goals.
- PC4.** Provide ongoing motivation, support, and accountability to help clients stay committed to their wellness journey while recognizing the client's achievements.
- PC5.** Encourage the client to share their thoughts, feelings, and any challenges they may have encountered.
- PC6.** Continuously review and adjust wellness plans based on client progress, feedback, and any changes in their health or lifestyle.
- PC7.** Ensure client information is kept confidential and that all interactions are conducted with professionalism and respect.
- PC8.** Keep detailed records of each coaching session, including the client's progress, discussions, and any changes in goals or action plans.
- PC9.** Maintain confidentiality of stored records
- PC10.** Maintain and update follow-up register as per organizational policies.
- PC11.** Organize all relevant information in standardized formats related to the client's profile for follow-ups.
- PC12.** Organize the previous records of the client from the database before a scheduled appointment.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** The scope and objectives of the organization to perform the duties to meet the vision and mission of the organization



- KU2.** The importance of identifying and respecting gender differences and diversity
- KU3.** The concept of utilizing appropriate Information, Education and Communication (IEC) material such as visual aids, slides, electronic presentations, and hand-outs while taking information from the clients
- KU4.** Understanding of Guidelines, policies, and process of record keeping including its storage and retrieval.
- KU5.** Basic knowledge regarding the storage of information.
- KU6.** Guidelines on maintaining confidentiality and privacy
- KU7.** Abreast of the latest health and wellness trends, research, and best practices to provide accurate and up-to-date information to clients.

### Generic Skills (GS)

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

- GS1.** Prepare a checklist and document finding and observations
- GS2.** Keep abreast with the latest knowledge by reading relevant materials.
- GS3.** Communicate in polite, calm, empathetic and congenial manner
- GS4.** Build rapport with the client's family and use a customer-centric approach
- GS5.** GS5. Be sensitive to the non-verbal communication of the client and relatives.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Monitor client's progress</i>	<b>77</b>	<b>68</b>	<b>40</b>	<b>50</b>
<b>PC1.</b> Gather relevant baseline data or information from the client including health assessments, measurements (e.g., weight, blood pressure), and self-reported information (e.g., dietary habits, exercise routines).	-	-	-	-
<b>PC2.</b> Compare the findings with the earlier records and specific objectives identified during the coaching session.	-	-	-	-
<b>PC3.</b> Track and assess clients' progress toward their wellness goals.	-	-	-	-
<b>PC4.</b> Provide ongoing motivation, support, and accountability to help clients stay committed to their wellness journey while recognizing the client's achievements.	-	-	-	-
<b>PC5.</b> Encourage the client to share their thoughts, feelings, and any challenges they may have encountered.	-	-	-	-
<b>PC6.</b> Continuously review and adjust wellness plans based on client progress, feedback, and any changes in their health or lifestyle.	-	-	-	-
<b>PC7.</b> Ensure client information is kept confidential and that all interactions are conducted with professionalism and respect.	-	-	-	-
<b>PC8.</b> Keep detailed records of each coaching session, including the client's progress, discussions, and any changes in goals or action plans.	-	-	-	-
<b>PC9.</b> Maintain confidentiality of stored records	-	-	-	-
<b>PC10.</b> Maintain and update follow-up register as per organizational policies.	-	-	-	-
<b>PC11.</b> Organize all relevant information in standardized formats related to the client's profile for follow-ups.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> Organize the previous records of the client from the database before a scheduled appointment.	-	-	-	-
<b>NOS Total</b>	<b>77</b>	<b>68</b>	<b>40</b>	<b>50</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N8403
<b>NOS Name</b>	Track and assess clients' progress toward their wellness goal
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Social Work, Community Health Services
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HSS/N8404: Ensure confidentiality while maintaining proper documentation

### Description

This unit is about providing the required knowledge and skills to maintain confidentiality and documentation related to the session.

### Scope

The scope covers the following :

- Maintain confidentiality and documentation

### Elements and Performance Criteria

#### *Maintain confidentiality and documentation*

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

- PC1.** Obtain informed consent from clients before collecting or sharing any personal information.
- PC2.** Explain about the Anthropometric measurements (Height, Weight and Body Mass Index) that can be used to assess body composition.
- PC3.** Ensure accuracy and reliability by using standardized techniques and calibrated equipment.
- PC4.** Collect comprehensive and accurate information, verifying with relevant documentation when possible.
- PC5.** Check the document findings consistently.
- PC6.** Maintain the client information securely, using appropriate physical and electronic measures to protect against unauthorized access.
- PC7.** Maintain accurate and complete documentation of all client interactions, assessments, and interventions.
- PC8.** Ensure that records are up-to-date and accessible.
- PC9.** Verify the accuracy of recorded information, ensuring that it is consistent with the client's actual experiences and outcomes.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Concept of informed consent from clients before collecting or sharing any personal information
- KU2.** Basic knowledge of the Anthropometric measurements
- KU3.** Concept of standardized techniques and calibrated equipment
- KU4.** Knowledge of documentation of the relevant information on client interactions, assessments, and interventions.
- KU5.** Basic knowledge of record keeping

### Generic Skills (GS)

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

- GS1.** Prepare a checklist and document findings and observations
- GS2.** Keep abreast with the latest knowledge by reading relevant materials
- GS3.** Communicate in a polite, calm, empathetic and congenial manner.
- GS4.** Adopt a communication style to reflect gender, cultural and religious sensitivities
- GS5.** Build rapport with the client's family and use a customer-centric approach
- GS6.** Be sensitive to the non-verbal communication of the client and relatives.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain confidentiality and documentation</i>	<b>63</b>	<b>50</b>	<b>30</b>	<b>50</b>
<b>PC1.</b> Obtain informed consent from clients before collecting or sharing any personal information.	-	-	-	-
<b>PC2.</b> Explain about the Anthropometric measurements (Height, Weight and Body Mass Index) that can be used to assess body composition.	-	-	-	-
<b>PC3.</b> Ensure accuracy and reliability by using standardized techniques and calibrated equipment.	-	-	-	-
<b>PC4.</b> Collect comprehensive and accurate information, verifying with relevant documentation when possible.	-	-	-	-
<b>PC5.</b> Check the document findings consistently.	-	-	-	-
<b>PC6.</b> Maintain the client information securely, using appropriate physical and electronic measures to protect against unauthorized access.	-	-	-	-
<b>PC7.</b> Maintain accurate and complete documentation of all client interactions, assessments, and interventions.	-	-	-	-
<b>PC8.</b> Ensure that records are up-to-date and accessible.	-	-	-	-
<b>PC9.</b> Verify the accuracy of recorded information, ensuring that it is consistent with the client's actual experiences and outcomes.	-	-	-	-
<b>NOS Total</b>	<b>63</b>	<b>50</b>	<b>30</b>	<b>50</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N8404
<b>NOS Name</b>	Ensure confidentiality while maintaining proper documentation
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Social Work, Community Health Services
<b>NSQF Level</b>	5
<b>Credits</b>	2.5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA



## HSS/N9623: Ensure sanitization and infection control guidelines are followed at workplace

### Description

This OS unit is about ensuring that sanitization and infection control guidelines are followed as per sectoral working requirements.

### Scope

The scope covers the following :

- Social distancing practices
- Personal and workplace hygiene
- Waste disposal methods
- Reporting and documentation
- Mental and emotional wellbeing

### Elements and Performance Criteria

#### *Social distancing practices*

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

- PC1.** ensure daily tasks are executed using alternative ways, e.g. marking attendance without using biometric devices, virtual meetings, e-payments, etc.
- PC2.** facilitate social distancing at workplace, e.g. increased space, 2 meters or more, between employee work areas, prevent crowding of common areas, etc.

#### *Personal and workplace hygiene*

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

- PC3.** promote awareness about latest hygiene and sanitation regulations
- PC4.** ensure recommended personal hygiene and sanitation practices are followed, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.
- PC5.** conduct routine hygiene and sanitation checks of work area and equipment as per SOP
- PC6.** ensure the availability of the products required to maintain hygiene and sanitation
- PC7.** ensure entry and exit SOP are followed
- PC8.** ensure disinfection procedures related to material and supplies are followed

#### *Waste disposal methods*

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

- PC9.** ensure waste segregation and disposal is done as per SOP

#### *Reporting and documentation*

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

- PC10.** assess risks and take corrective action as per SOPs
- PC11.** report incidents to appropriate authority, e.g., reporting of people with any symptoms, etc.
- PC12.** ensure employees' and visitors' records are maintained as per SOPs
- PC13.** ensure SOPs are followed in case of health emergency

**PC14.** update organizational SOPs as per latest hygiene and sanitation regulations

*Mental and emotional wellbeing*

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

**PC15.** support employees to cope with stress, anxiety, etc.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** solid waste management Rules 2016
- KU2.** significance of personal hygiene practice including hand hygiene
- KU3.** social distancing norms
- KU4.** correct method of donning and doffing of PPE
- KU5.** significance of appropriate waste disposal methods and organizational and national waste management principles and procedures
- KU6.** ways to handle waste appropriately to reduce the risk of contamination
- KU7.** the logistics of waste management
- KU8.** the current national legislation, guidelines, local policies, and protocols related to work
- KU9.** ways to manage infectious risks in the workplace
- KU10.** the path of disease transmission
- KU11.** different methods of cleaning, disinfection, sterilization, and sanitization
- KU12.** the types of cleaning agents
- KU13.** symptoms of infections like fever, cough, redness, swelling and inflammation
- KU14.** signs of stress and anxiety
- KU15.** actions to be taken during emergency conditions in the event of medical and facility emergencies

### Generic Skills (GS)

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

- GS1.** use writing skills to prepare status, progress reports, memos, and e-mails, etc.
- GS2.** communicate effectively with others
- GS3.** comprehend latest guidelines of state and national infection control policies, technical documents, instructions, reports, charts, graphs, tables, etc.
- GS4.** balance responsibilities as a professional with organizational and contractual requirements
- GS5.** delegate work to the team
- GS6.** make sound, well-informed, and objective decisions pertaining to the concerned area of work
- GS7.** prioritize, organize, and accomplish work within prescribed timelines
- GS8.** address work-related issues and problems
- GS9.** review the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS10.** report hazards and incidents clearly with the appropriate level of urgency

- GS11.** evaluate own practices to identify areas of improvement that will contribute to enhanced employee satisfaction

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Social distancing practices</i>	<b>7</b>	<b>3</b>	-	-
<b>PC1.</b> ensure daily tasks are executed using alternative ways, e.g. marking attendance without using biometric devices, virtual meetings, e-payments, etc.	-	-	-	-
<b>PC2.</b> facilitate social distancing at workplace, e.g. increased space, 2 meters or more, between employee work areas, prevent crowding of common areas, etc.	-	-	-	-
<i>Personal and workplace hygiene</i>	<b>7</b>	<b>3</b>	-	-
<b>PC3.</b> promote awareness about latest hygiene and sanitation regulations	-	-	-	-
<b>PC4.</b> ensure recommended personal hygiene and sanitation practices are followed, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	-	-	-	-
<b>PC5.</b> conduct routine hygiene and sanitation checks of work area and equipment as per SOP	-	-	-	-
<b>PC6.</b> ensure the availability of the products required to maintain hygiene and sanitation	-	-	-	-
<b>PC7.</b> ensure entry and exit SOP are followed	-	-	-	-
<b>PC8.</b> ensure disinfection procedures related to material and supplies are followed	-	-	-	-
<i>Waste disposal methods</i>	<b>5</b>	<b>2</b>	-	-
<b>PC9.</b> ensure waste segregation and disposal is done as per SOP	-	-	-	-
<i>Reporting and documentation</i>	<b>5</b>	<b>2</b>	-	-
<b>PC10.</b> assess risks and take corrective action as per SOPs	-	-	-	-
<b>PC11.</b> report incidents to appropriate authority, e.g., reporting of people with any symptoms, etc.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> ensure employees' and visitors' records are maintained as per SOPs	-	-	-	-
<b>PC13.</b> ensure SOPs are followed in case of health emergency	-	-	-	-
<b>PC14.</b> update organizational SOPs as per latest hygiene and sanitation regulations	-	-	-	-
<i>Mental and emotional wellbeing</i>	<b>4</b>	<b>2</b>	-	-
<b>PC15.</b> support employees to cope with stress, anxiety, etc.	-	-	-	-
<b>NOS Total</b>	<b>28</b>	<b>12</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N9623
<b>NOS Name</b>	Ensure sanitization and infection control guidelines are followed at workplace
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	5
<b>Credits</b>	1.5
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2027
<b>NSQC Clearance Date</b>	17/11/2022

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

### Description

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

### Scope

The scope covers the following :

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

### Elements and Performance Criteria

#### *Introduction to Employability Skills*

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

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

#### *Constitutional values - Citizenship*

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

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

#### *Becoming a Professional in the 21st Century*

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

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

#### *Basic English Skills*

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

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

#### *Career Development & Goal Setting*

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

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

#### *Communication Skills*

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

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

#### *Diversity & Inclusion*

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

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

#### *Financial and Legal Literacy*

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

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

#### *Essential Digital Skills*

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

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

#### *Entrepreneurship*

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

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

#### *Customer Service*

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

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



### *Getting ready for apprenticeship & Jobs*

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

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

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

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

### **Generic Skills (GS)**

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

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

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

## Assessment Criteria

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

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

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

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/11/2023
<b>Next Review Date</b>	30/11/2026
<b>NSQC Clearance Date</b>	30/11/2023

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

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

#### Minimum Aggregate Passing % at QP Level : 70

**(Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to

successfully clear the Qualification Pack assessment.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HSS/N8401.Assess Client wellness requirements to develop personalized wellness plans	85	70	40	50	245	20
HSS/N8402.Coach the client on a personalized wellness plan	77	70	40	50	237	25
HSS/N8403.Track and assess clients' progress toward their wellness goal	77	68	40	50	235	20
HSS/N8404.Ensure confidentiality while maintaining proper documentation	63	50	30	50	193	15
HSS/N9623.Ensure sanitization and infection control guidelines are followed at workplace	28	12	-	-	40	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>	<b>1000</b>	<b>100</b>

## Acronyms

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



## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

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