

Please refer Guidelines for STT/LTT/Apprenticeship/OEM Qualification File

QUALIFICATION FILE

Emergency Care Assistant

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☒ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 3.5

Submitted By:

Healthcare Sector Skill Council

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Section 1: Basic Details

| 1. | Qualification Name | Emergency Care Assistant | | | | | | | | | | | | | |
|--------|---|--|---|--------|--|---|---|---|--|---|----------------------------|-------------------------------------|---|---|---------------------------------------|
| 2. | Sector/s | Healthcare | | | | | | | | | | | | | |
| 3. | Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM | NQR Code & version of existing/previous qualification: QG-04-HE-00655-2023-V1.1-HSSC, 1.0 | Qualification Name of existing/previous version: Emergency Care Assistant | | | | | | | | | | | | |
| 4. | a. OEM Name b. Qualification Name (Wherever applicable) | | | | | | | | | | | | | | |
| 5. | National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval) | QG-3.5-HE-03616-2025-V2-HSSC | 6. NCrF/NSQF Level: 3.5 | | | | | | | | | | | | |
| 7. | Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure) | Skill Certificate | | | | | | | | | | | | | |
| 8. | Brief Description of the Qualification | Individuals at this job need to provide emergency medical support and care to individuals who are critically ill or injured and transport them to a medical facility within stipulated time limits. | | | | | | | | | | | | | |
| 9. | Eligibility Criteria for Entry for Student/Trainee/Learner/Employee | a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10th Grade pass or Equivalent</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade pass</td> <td>With 3 years of relevant experience</td> </tr> <tr> <td>3</td> <td>Previous relevant qualification of NSQF Level 3</td> <td>with 1.5 years of relevant experience</td> </tr> </tbody> </table> b. Age: 18 years | | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1 | 10 th Grade pass or Equivalent | | 2 | 8 th Grade pass | With 3 years of relevant experience | 3 | Previous relevant qualification of NSQF Level 3 | with 1.5 years of relevant experience |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | | | | | | | | | | | | | |
| 1 | 10 th Grade pass or Equivalent | | | | | | | | | | | | | | |
| 2 | 8 th Grade pass | With 3 years of relevant experience | | | | | | | | | | | | | |
| 3 | Previous relevant qualification of NSQF Level 3 | with 1.5 years of relevant experience | | | | | | | | | | | | | |
| 10. | Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF)) | 40 | 11. Common Cost Norm Category (I/II/III) (wherever applicable): Category I | | | | | | | | | | | | |
| 12. | Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable) | Not Applicable | | | | | | | | | | | | | |

| 13. | Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>) | <input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|---|-------------------------|-------------------------|-------------------|--|-------------------------|---------------|---------------------|-----|-----|-----|----|------|--------|--|--|--|--|--|--|--|--|--|--|
| | | <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>390</td> <td>390</td> <td>360</td> <td>NA</td> <td>1200</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 390 | 390 | 360 | NA | 1200 | Online | | | | | | | | | | |
| Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | | | | | | | | | | | | | | | | | | | | |
| Classroom (offline) | 390 | 390 | 360 | NA | 1200 | | | | | | | | | | | | | | | | | | | | |
| Online | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | (Refer Blended Learning Annexure for details) | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>) | NCO-2015/2240.0501 | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>) | <p>Progression will be possible in professional areas such as:</p> <p>Vertical:</p> <p>NSQF Level 4: Emergency Medical Technician-Basic, Prehospital Trauma Assistant</p> <p>Progression to Diploma/Degree qualifications in the relevant field after training. (NCAHP)"</p> | | | | | | | | | | | | | | | | | | | | | | | |
| 16. | Other Indian languages in which the Qualification & Model Curriculum are being submitted | Hindi | | | | | | | | | | | | | | | | | | | | | | | |
| 17. | Is similar Qualification(s) available on NQR-if yes, justification for this qualification | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications: | | | | | | | | | | | | | | | | | | | | | | | |
| 18. | Is the Job Role Amenable to Persons with Disability | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability: | | | | | | | | | | | | | | | | | | | | | | | |
| 19. | How Participation of Women will be Encouraged | Healthcare is a field where equal opportunity and participation of women is being given as patients could belong to all genders. | | | | | | | | | | | | | | | | | | | | | | | |
| 20. | Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | | | | | | |
| 21. | Is Qualification Suitable to be Offered in Schools/Colleges | Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | | | | | | |
| 22. | Name and Contact Details of Submitting / Awarding Body SPOC (<i>In case of CS or MS, provide details of both Lead AB & Supporting ABs</i>) | Name: Mr. Ashish Jain Email: ashish.jain@healthcare-ssc.in Contact No.: 011-40505850, 011 41017346 Website: www.healthcare-ssc.in | | | | | | | | | | | | | | | | | | | | | | | |
| 23. | Final Approval Date by NSQC: 18/02/2025 | 24. Validity Duration: 3 years | | | | 25. Next Review Date : 18/02/2028 | | | | | | | | | | | | | | | | | | | |

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/non-core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|--|--|--|---------------|-----------------|---------------------|---------------------------|------------|------------|----------|-------------|------------------|------------|------------|------------|-------------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1. | Respond to emergency calls and size up the scene at the site | HSS/N2332, V2.0 | Core | 4 | 4.5 | 35 | 40 | 60 | 0 | 135 | 47 | 25 | 20 | 24 | 116 | 10 |
| 2. | Provide support during medical emergencies | HSS/N2333, V3.0 | Core | 4 | 9 | 100 | 110 | 60 | 0 | 270 | 98 | 70 | 43 | 64 | 275 | 20 |
| 3. | Provide support during trauma emergencies | HSS/N2334, V2.0 | Core | 4 | 9 | 60 | 90 | 120 | 0 | 270 | 73 | 81 | 30 | 30 | 214 | 20 |
| 4. | Provide support during environmental and poisoning emergencies | HSS/N2335, V3.0 | Core | 4 | 5 | 60 | 60 | 30 | 0 | 150 | 34 | 40 | 12 | 20 | 106 | 10 |
| 5. | Carry out activities related to patient triage, disaster management and emergency response to occupational hazards | HSS/N2336, V3.0 | Core | 4 | 4 | 60 | 30 | 30 | 0 | 120 | 17 | 20 | 10 | 10 | 57 | 10 |
| 6. | Manage ambulance operations, patient transport and handover to the identified provider institute | HSS/N2337, V3.0 | Core | 4 | 3.5 | 45 | 30 | 30 | 0 | 105 | 40 | 20 | 30 | 36 | 126 | 10 |
| 7. | Comply with Infection Control and Bio Medical Waste Disposal Policies | HSS/N9620, V2.0 | Non-Core | 4 | 3 | 30 | 30 | 30 | 0 | 90 | 21 | 14 | 5 | 16 | 56 | 10 |
| 8. | Employability Skills (60 Hours) | DGT/VSQ/N0102, Version 1.0 | Non-Core | 4 | 2 | 60 | 0 | 0 | 0 | 60 | 20 | 30 | 0 | 0 | 50 | 10 |
| Duration (in Hours) / Total Marks | | | | | 40 | 450 | 390 | 360 | 0 | 1200 | 350 | 300 | 150 | 200 | 1000 | 100 |

Elective NOS/s:

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|-----------------------------------|-----------------|---|----------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1. | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | |
| Duration (in Hours) / Total Marks | | | | | | | | | | | | | | | | |

Optional NOS/s:

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|-----------------------------------|-----------------|---|----------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1. | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | |
| Duration (in Hours) / Total Marks | | | | | | | | | | | | | | | | |

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70% (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ____% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

| | | |
|----|--|---|
| 1. | Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | <p><i>Registered Medical Graduate (MBBS, BAMS, BHMS, BUMS, etc.) with 1 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered PhD (Nursing) with 1 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered M. Sc. (Nursing) with 1 years of relevant experience working in and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered B.Sc. or Post Basic B.Sc (Nursing) with 1 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered Diploma GNM (General Nursing Midwifery) with 2 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> |
| 2. | Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | <p><i>Registered Medical Graduate (MBBS, BAMS, BHMS, BUMS, etc.) with 4 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered PhD (Nursing) with 4 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered M. Sc. (Nursing) with 4 years of relevant experience working in and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered B.Sc. or Post Basic B.Sc (Nursing) with 4 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> <p><i>Or</i></p> <p><i>Registered Diploma GNM (General Nursing Midwifery) with 5 years of relevant experience working in hospitals and 1 year of teaching experience</i></p> |
| 3. | Tools and Equipment Required for Training | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure) |
| 4. | In Case of Revised Qualification, Details of Any Upskilling Required for Trainer | NA |

Section 4: Assessment Related

| | | |
|--|---|---|
| | Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | <p>Registered Medical Graduate (MBBS, BAMS, BHMS, BUMS, etc.) with 2 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</p> <p>Or</p> <p>Registered PhD (Nursing) with 2 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</p> <p>Or</p> <p>Registered M. Sc. (Nursing) with 2 years of relevant experience working in and 1 year of teaching/assessment experience</p> <p>Or</p> <p>Registered B.Sc. or Post Basic B.Sc (Nursing) with 3 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</p> <p>Or</p> <p>Registered Diploma GNM (General Nursing Midwifery) with 5 years of relevant experience working in hospitals and 1 year of teaching/assessment experience</p> |
| | Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | Diploma/Graduate |
| | Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | <p>Registered Medical Graduate (MBBS, BAMS, BHMS, BUMS, etc.) with 3 years of relevant experience working in hospitals and 2 year of teaching/assessment experience</p> <p>Or</p> <p>Registered PhD (Nursing) with 3 years of relevant experience working in hospitals and 2 year of teaching/assessment experience</p> <p>Or</p> <p>Registered M. Sc. (Nursing) with 3 years of relevant experience working in and 2 year of teaching/assessment experience</p> <p>Or</p> <p>Registered B.Sc. or Post Basic B.Sc (Nursing) with 4 years of relevant experience working in hospitals and 3 year of teaching/assessment experience</p> <p>Or</p> <p>Registered Diploma GNM (General Nursing Midwifery) with 6 years of relevant experience working in hospitals and 5 year of teaching/assessment experience</p> |
| | Assessment Mode (Specify the assessment mode) | Blended (Theory: Online, Practical and Viva: Blended) |

| | | |
|--|--|--|
| | Tools and Equipment Required for Assessment | <input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment) |
|--|--|--|

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

| | |
|----|--|
| 1. | Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes |
| 2. | Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No |
| 3. | Government /Industry initiatives/ requirement (Yes/No): |
| 4. | Number of Industry validation provided: |
| 5. | Estimated nos. of persons to be trained and employed: |
| 6. | Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If "No", why: |

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

| | | |
|-----|--|-----|
| 1. | Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory) | Yes |
| 2. | Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course) | Yes |
| 3. | Annexure: Detailed Assessment Criteria (Mandatory) | Yes |
| 4. | Annexure: Assessment Strategy (Mandatory) | Yes |
| 5. | Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning") | No |
| 6. | Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit) | No |
| 7. | Annexure: Acronym and Glossary (Optional) | Yes |
| 8. | Supporting Document: Model Curriculum (Mandatory – Public view) | Yes |
| 9. | Supporting Document: Career Progression (Mandatory - Public view) | Yes |
| 10. | Supporting Document: Occupational Map (Mandatory) | Yes |
| 11. | Supporting Document: Assessment SOP (Mandatory) | Yes |

| | | |
|-----|--|--|
| 12. | Any other document you wish to submit: | |
|-----|--|--|

Annexure: Evidence of Level

| NCrF/NSQF Level Descriptors | Key requirements of the job role/ outcome of the qualification | How the job role/ outcomes relate to the NCrF/NSQF level descriptor | NCrF/NSQF Level |
|---|--|--|-----------------|
| Professional Theoretical Knowledge/Process | <p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> The Emergency Care Assistant should also be able to provide emergency medical support and care for casualty and transport them to a medical facility within stipulated time limits. He should be willing to work in ambulances in shifts. ECA must have factual knowledge of field or study in order to perform activities correctly Process, condition, and resources required by the body to support healthy functioning such as assisting to nutritional demands, elimination of body wastes; prevent from infection; active and passive physical activities. Basic structure and function of the body systems | <p>The Emergency Care Assistant during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.5.</p> | 3.5 |
| Professional and Technical Skills/ Expertise/ Professional Knowledge | <p>Factual knowledge of field of knowledge or study.</p> <ul style="list-style-type: none"> Respond to emergency calls Coordinate with control room size up the scene Identify various medical emergencies Provide support during cardiovascular emergencies Provide support during cerebrovascular emergencies Provide support during behavioural emergencies Provide support during respiratory emergencies Provide support during diabetic emergencies Provide support during bleeding and shock Provide support during musculoskeletal injuries, soft tissue injuries and burns Provide support during head and spinal injuries Provide support during poisoning or overdose Provide support during Carry out activities related to patient triage Prepare ambulance for the emergency | <p>The Emergency Care Assistant during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.5.</p> | 3.5 |

| | | | |
|---|---|--|-----|
| | <p>Transport the patient by appropriate means</p> <ul style="list-style-type: none"> • Handover the patient to the concerned staff of provider institute • Management of Healthcare Waste (Biomedical and General waste) • Infection control practices • All these are activities that require him/her to demonstrate his practical skill, as per the scope of the job role, using appropriate tool, quality concepts, responsible for carrying out range of activities, requiring either laid down approach or may adopt alternative approaches as per the best evidenced practices. • Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social environment. | | |
| Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill | <p>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts</p> <ul style="list-style-type: none"> • How to demonstrate pre-procedural activities for dressing of wounds and injuries. • How to demonstrate dressing and splint/cast application procedures as instructed by the healthcare professional. • How to demonstrate technical skills in providing first aid care to victims as per the emergency condition. | <p>The Emergency Care Assistant during the job works in familiar, predictable, routine, and situation of clear choice.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.5.</p> | 3.5 |
| Broad Learning Outcomes/Core Skill | <p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> • Provide the patient clear instructions regarding the procedure and confirm patient's understanding of it and its related requirements • Essential attributes of ECA are to follow the instructions of the doctor/nurse - Record observations if any. - Communicate effectively with patients and their attendants keeping cultural and special needs <p>Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social environment</p> | <p>The Emergency Care Assistant should have good communication skills both written and oral. He/ She should be able to solve basic arithmetic and algebraic principles and should have better understanding of social political and natural environment.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.5.</p> | 3.5 |
| Responsibility | <p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> • The Emergency Care Assistant is responsible for supporting emergency medical services team for | <p>The Emergency Care Assistant should know to take responsibility of own work and learning.</p> | 3.5 |

| | | | |
|--|---|--|--|
| | <p>responding emergency calls and provide emergency care support to patients in their day-to-day working in a variety of roles.</p> <ul style="list-style-type: none"> An ECA also assists in preparing, managing and maintaining ambulances. <p>This is further reconfirmed by the fact that the Emergency Care Assistant is expected to learn and improve his/her practice while on the job and is referred as skilled health assistants</p> | Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.5. | |
|--|---|--|--|

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

| S. No. | Tool / Equipment Name | Specification | Quantity for specified Batch size |
|--------|---|----------------|-----------------------------------|
| 1 | Non-Rebreather Face Mask | | 3 |
| 2 | Stair Chair | | 1 |
| 3 | Nebulization Mask Pediatric | | 3 |
| 4 | Helmet | | 2 |
| 5 | Venturi Mask | | 3 |
| 6 | Scoops Stretcher | | 1 |
| 7 | Nebulization Mask Adult | | 3 |
| 8 | Partial Rebreather Face Mask | | 3 |
| 9 | BP Apparatus Digital | | 2 |
| 10 | IV Cannula of varied size | 2 of each size | 2 |
| 11 | Oxygen Cylinder A type with key, humidifier, tubing, regulator, trolley | each item | 1 |
| 12 | Finger Pulse oximeter | | 2 |
| 13 | Malleable Splint | | 2 |
| 14 | Spacer | | 2 |
| 15 | Syringes 5ml, 10ml, 20ml, 50ml | 5 of each size | 5 |
| 16 | Bandages | PACKET | 20 |
| 17 | IV Set | | 3 |
| 18 | Torch | | 3 |
| 19 | Laryngeal Mask Airway (LMA) of varied size | 1 of each size | 1 |
| 20 | Adult Ambu Bag with Mask | each equipment | 3 |

| | | | |
|----|---|-----------------------------|---|
| 21 | Endotracheal Tube all size | 1 of each size | 1 |
| 22 | Oropharyngeal Airways of varied size | 2 of each size | 2 |
| 23 | Nasopharyngeal Airways of varied size | 2 of each size | 2 |
| 24 | CPR Manikin Adult | | 3 |
| 25 | CPR Manikin Infant | | 3 |
| 26 | Digital Thermometer | | 2 |
| 27 | Simple Face oxygen Mask Pediatric | | 2 |
| 28 | Nasal Canula Pediatric | | 2 |
| 29 | Cervical Collar Large | | 2 |
| 30 | Cervical Collar Medium | | 2 |
| 31 | Infant Ambu Bag with Mask | | 3 |
| 32 | Simple Face oxygen Mask Adult | | 2 |
| 33 | Laryngoscope With Blades Paediatric | | 1 |
| 34 | Pocket Mask Adult | | 3 |
| 35 | Inhaler | | 2 |
| 36 | Suction Catheter of varied size | 1 of each size | 1 |
| 37 | Cervical Collar Small | | 2 |
| 38 | Suction Machine (Manual) | | 1 |
| 39 | Micro drip IV Set | | 3 |
| 40 | Automated External Defibrillator (AED) Trainer with adult pads | | 1 |
| 41 | Glucometer | | 2 |
| 42 | Various IV Fluid (NS, RL, DNS) | 500 ml bottle of each fluid | 2 |
| 43 | Nebulizer Machine | | 2 |
| 44 | Oxygen Cylinder B type with key, humidifier, tubing, regulator, trolley | | 1 |
| 45 | BP Apparatus Manual | | 2 |
| 46 | Nasal Canula Adult | | 2 |
| 47 | Manual Thermometer | | 2 |
| 48 | Spine Board with Beds with Immobilizer | | 2 |
| 49 | Laryngoscope With Blades Adult | | 1 |
| 50 | Suction Machine (Electric) | | 1 |

| | | | |
|----|---|--|---|
| 51 | ET Stylet | | 2 |
| 52 | Airway Manikin | | 1 |
| 53 | Dummy Interior of ambulance/Ambulance Van | | 1 |
| 54 | Nursing full body Manikin adult male/ female | | 1 |
| 55 | EMS Boots or Iron Toe Shoes | | 2 |
| 56 | Extrication equipment s (Rod, Rope, Hammer, Scissor, Fire Safety Blanket) | | 2 |
| 57 | Vaccum Splints | | 1 |
| 58 | Combi Tube | | 2 |

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. AV Aids
2. Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)
3. (all software should either be latest version or one/two version below)
4. UPS
5. Scanner cum Printer
6. Computer Tables
7. Computer Chairs
8. LCD Projector
9. White Board/Smart Board 1200mm x 900mm
10. Marker
11. Duster
12. Charts
13. Models
14. Flip Chart

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

| S. No. | Organization | Name of Representative | Designation | City/State |
|--------|--------------|------------------------|-------------|------------|
| | | | | |

| | | | | |
|----|--|-------------------------|---|----------------------|
| 1 | Sun Hospital | Dr. Deepak Mitra | CMD | Cuttack, Odisha |
| 2 | World skill center, Bhubaneswar | Pragyan Panda | Nodal Officer- Health Care | Bhubaneswar, Odisha |
| 3 | KIMS Hospital | Dr Ashok Kumar Badamali | Senior Consultant and associate Prof Cardiac Anesthesia | Bhubaneswar, Odisha |
| 4 | CureBay Technologies Pvt. Ltd. | Ranjan Mishra | Head Compliance | Bhubaneswar, Odisha |
| 5 | Marengo Asia Hospitals | Lt Gen AK Das | Group Medical Director | Faridabad, Haryana |
| 6 | Yashoda Hospitals | Dr.Srinath | Group Head, Dept of Emergency Medicine, Yashoda | Bangalore |
| 7 | The Neotia University | Dr. Soumen Mukherjee | Associate Professor & Dean | Kolkata, West Bengal |
| 8 | Life Care Hospital | Dr H Abdul Kareem | BAMS, MD | Bareilly |
| 9 | Apollo KH Hospital | Dr M Rajadurai | Sr Consultant & HOD Deptm of Emergency medicine & critical care | Bangalore |
| 10 | Keshayurved Hair & Skin Care Pvt.Ltd. | Dr.Vivek Ambare | Consultant, Keshayurved | Pune, Maharashtra |
| 11 | Keshayurved Hair & Skin Care Pvt.Ltd. | Dr.Harish Patankar | Director, Keshayurved | Pune, Maharashtra |
| 12 | Foundation for Innovations in Health | Prof (Dr.) Satadal Saha | President | Kolkata, West Bengal |
| 13 | BVG India Ltd. | Dr Meghana Zende | Head-EMS Training | Maharashtra |
| 14 | DR NAGA NISCHAL C , CONSULTANT EMERGENCY MEDICINE , SOCIETY FOR EMERGENCY MEDICINE INDIA | DR NAGA NISCHAL C | Consultant Emergency Medicine , Vice President (South) Society for Emergency Medicine India,Head Clinical Services , Cloudnine Group of Hospitals | Hyderabad |
| 15 | AIIMS Delhi | Dr Rakesh Garg | Professor | Delhi |
| 16 | Delhi Child Heart Center | Dr Vikas Kohli | Director | Delhi |

| | | | | |
|----|---|----------------------|--|----------------------|
| 17 | AIIMS, Raipur, Chhattisgarh | Dr Atul Jindal | Professor | Raipur, Chhattisgarh |
| 18 | Maharaja Agrasen Hospital, Punjabi Bagh | Dr Deepak Singla | Medical Director | New Delhi |
| 19 | Lifesupporters Institute of Health Sciences | Dr. Pares V Navalkar | Director | Mumbai |
| 20 | Shri Aurobindo Institute of Medical Sciences (SAIMS) | Dr Vinod Bhandari | Founder Chairman | Madhya Pradesh |
| 21 | Marengo CIMS Hospital, | Dr Harshil Mehta | Zonal Head- Emergency Care | Ahmedabad, Gujarat |
| 22 | ARAVIND EYE HOSPITAL & POST GRADUATE INSTITUTE OF OPHTHALMOLOGY | DR. R. BANU SHREE | HEAD OF THE GENERAL PHYSICIAN DEPARTMENT | Tamil Nadu |

Annexure: Training & Employment Details

Training and Employment Projections:

| Year | Total Candidates | | Women | | People with Disability | |
|------|----------------------|------------------------------------|----------------------|------------------------------------|------------------------|------------------------------------|
| | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities |
| 2025 | 1500 | | | | | |
| 2026 | 1500 | | | | | |
| 2027 | 2000 | | | | | |

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year | Total Candidates | | | | Women | | | | People with Disability | | | |
|-----------------------|---------|------------------|----------|-----------|--------|---------|----------|-----------|--------|------------------------|----------|-----------|--------|
| | | Trained | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed |
| | 2022-23 | 28 | 28 | 25 | NA | | 0 | | | | | | |
| | 2023-24 | 1357 | 1257 | 1194 | NA | | 865 | | | | | | |
| | 2024-25 | 1670 | 1653 | 1535 | NA | | 1128 | | | | | | |

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1. NAPS
- 2.

Content availability for previous versions of qualifications:

☒ Participant Handbook ☒ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available: English

NSQC Approved

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

| S. No. | Select the Components of the Qualification | List Recommended Tools – for all Selected Components | Offline: Online Ratio |
|--------|---|--|-----------------------|
| 1 | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge | | |
| 2 | <input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | | |
| 3 | <input type="checkbox"/> Showing Practical Demonstrations to the learners | | |
| 4 | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training | | |
| 5 | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice | | |
| 6 | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations | | |
| 7 | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training | | |

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

| NOS/Module Name | Assessment Criteria for Performance Criteria/Learning Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks |
|---|--|--------------|-----------------|---------------|------------|-------------|
| HSS/N2332: Respond to emergency calls and size up the scene at the site | Respond to emergency calls | 10 | 10 | 5 | 6 | 31 |
| | Coordinate with control room | 20 | | 10 | 12 | 42 |
| | Size up the scene | 17 | 15 | 5 | 6 | 43 |
| | NOS Total | 47 | 25 | 20 | 24 | 116 |

| | | | | | | |
|---|--|-----------|-----------|-----------|-----------|------------|
| HSS/N2333: Provide support during medical emergencies | Basic cardiopulmonary life support | 15 | 10 | 5 | 10 | 40 |
| | Prehospital assessment of patients with medical emergencies | 18 | 20 | 6 | 10 | 54 |
| | Emergency medical care to patients with Cardiovascular emergencies | 15 | 10 | 6 | 10 | 41 |
| | Emergency medical care to patients with Cerebrovascular emergencies | 15 | | 10 | 12 | 37 |
| | Emergency medical care to patients with Respiratory emergencies | 20 | 30 | 6 | 10 | 66 |
| | Emergency medical care to patients with other medical emergencies | 15 | | 10 | 12 | 37 |
| | NOS Total | 98 | 70 | 43 | 64 | 275 |
| HSS/N2334: Provide support during trauma emergencies | Bleeding and shock | 22 | 26 | 10 | 10 | 68 |
| | Musculoskeletal, Soft tissue injuries and burns | 28 | 25 | 10 | 10 | 73 |
| | Head and spinal injuries | 23 | 30 | 10 | 10 | 73 |
| | NOS Total | 73 | 81 | 30 | 30 | 214 |
| HSS/N2335: Provide support during environmental and poisoning emergencies | Emergency medical care to patients with Environmental emergencies | 17 | 20 | 6 | 10 | 53 |
| | Emergency medical care to patients with Poisoning or overdose | 17 | 20 | 6 | 10 | 53 |
| | NOS Total | 34 | 40 | 12 | 20 | 106 |
| HSS/N2336: Carry out activities related to patient triage, disaster management and emergency response to occupational hazards | Mass casualty incident and disaster management | 10 | 10 | 5 | 5 | 30 |
| | Emergency medical response to Occupational Hazards | 7 | 10 | 5 | 5 | 27 |
| | NOS Total | 17 | 20 | 10 | 10 | 57 |
| HSS/N2337: Manage ambulance operations, patient transport & | Prepare ambulance for the emergency : Ambulance operations and maintenance | 15 | 20 | 10 | 10 | 55 |

| | | | | | | |
|--|---|------------|------------|------------|------------|-------------|
| handover to the identified provider institute | Transport the patient by appropriate means | 10 | | 10 | 13 | 33 |
| | Handover the patient to the concerned staff of provider institute | 15 | | 10 | 13 | 38 |
| | NOS Total | 40 | 20 | 30 | 36 | 126 |
| HSS/N9620: Comply with Infection Control and Bio Medical Waste Disposal Policies | Infection control policies and procedures | 9 | 7 | 2 | 8 | 26 |
| | Bio medical waste management | 12 | 7 | 3 | 8 | 30 |
| | NOS Total | 21 | 14 | 5 | 16 | 56 |
| DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours) | Introduction to Employability Skills | 1 | 1 | | | |
| | Constitutional values – Citizenship | 1 | 1 | | | |
| | Becoming a Professional in the 21st Century | 2 | 4 | | | |
| | Basic English Skills | 2 | 3 | | | |
| | Career Development & Goal Setting | 1 | 2 | | | |
| | Communication Skills | 2 | 2 | | | |
| | Diversity & Inclusion | 1 | 2 | | | |
| | Financial and Legal Literacy | 2 | 3 | | | |
| | Essential Digital Skills | 3 | 4 | | | |
| | Entrepreneurship | 2 | 3 | | | |
| | Customer Service | 1 | 2 | | | |
| | Getting ready for apprenticeship & Jobs | 2 | 3 | | | |
| | NOS Total | 20 | 30 | 0 | 0 | 50 |
| | Grand Total | 350 | 300 | 150 | 200 | 1000 |

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module will be assessed separately.
2. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos/Photographs of Trainees during OJT
 - OJT Logbook/Portfolio
3. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

| Acronym | Description |
|-------------|--|
| AA | Assessment Agency |
| AB | Awarding Body |
| ISCO | International Standard Classification of Occupations |
| NCO | National Classification of Occupations |
| NCrF | National Credit Framework |
| NOS | National Occupational Standard(s) |
| NQR | National Qualification Register |

| | |
|-------------|--|
| NSQF | National Skills Qualifications Framework |
| OJT | On the Job Training |

Glossary

| Term | Description |
|--|--|
| National Occupational Standards (NOS) | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do. |
| Qualification | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards |
| Qualification File | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| Sector | A grouping of professional activities on the basis of their main economic function, product, service or technology. |
| Long Term Training | Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf |