



# Model Curriculum

**QP Name: Dresser (Medical)**

**QP Code: HSS/Q3004**

**QP Version: 1.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Allied Health & Paramedics
<b>Occupation</b>	Curative Services
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2240.0400
<b>Minimum Educational Qualification and Experience</b>	10th Class
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	18/08/2020
<b>Next Review Date</b>	17/08/2025
<b>NSQC Approval Date</b>	31/08/2021
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	18/08/2020
<b>Model Curriculum Valid Up to Date</b>	31/08/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	960 Hrs.
<b>Maximum Duration of the Course</b>	960 Hrs.

## Program Overview

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

### Training Outcomes

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

- Describe the basics of classification and healing of wounds.
- Explain the physiological and pathological processes which contribute to a range of wounds and ulcers and their management.
- Maintain the set-up required for wound dressing.
- Prepare the equipment and material required for wound dressing.
- Demonstrate pre-procedural activities for dressing of wounds and injuries.
- Demonstrate dressing and splint/cast application procedures as instructed by the healthcare professional.
- Demonstrate technical skills in providing first aid care to victims as per the emergency condition.
- Follow biomedical waste disposal and infection control policies and procedures in the healthcare organization.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Modules</b>	<b>52:00</b>	<b>48:00</b>	<b>20:00</b>	<b>00:00</b>	<b>148:00</b>
<a href="#">Module 1: Introduction to healthcare delivery systems</a>	4:00	4:00	00:00	00:00	
<a href="#">Module 2: Soft skills and communication</a>	24:00	8:00	00:00	00:00	
<a href="#">Module 3: Basic computer knowledge</a>	12:00	16:00	00:00	00:00	
<a href="#">Module 4: Anatomy and physiology of the human Body</a>	12:00	10:00	00:00	00:00	
<b>HSS/N3013: Prepare and maintain the set-up and equipment required for wound dressing NOS Version 1.0 NSQF Level 3</b>	<b>78:00</b>	<b>50:00</b>	<b>120.00</b>	<b>00:00</b>	<b>248:00</b>
<a href="#">Module 5: Role and responsibilities of a dresser (medical)</a>	6:00	4:00	00:00	00:00	6:00

<a href="#">Module 6: Dressing materials/agents, splints, casts, and bandages</a>	32:00	18:00	00:00	00:00	
<a href="#">Module 7: Sterilization and disinfection practices</a>	32:00	20:00	00:00	00:00	
<a href="#">Module 8: Inventory management of dressing room</a>	8:00	8:00	00:00	00:00	
<b>HSS/N3014: Perform pre-procedural activities for dressing of wounds and injuries</b> <b>NOS Version 1.0</b> <b>NSQF Level 3</b>	<b>32:00</b>	<b>18:00</b>	<b>120.00</b>	<b>00:00</b>	<b>172:00</b>
<a href="#">Module 9: Pre-procedural activities of wound dressing</a>	36:00	18:00	00:00	00:00	
<b>HSS/N3015: Assist the healthcare professionals in management of wound and tissue viability</b> <b>NOS Version 1.0</b> <b>NSQF Level 3</b>	<b>104:00</b>	<b>50:00</b>	<b>120.00</b>	<b>00:00</b>	<b>280:00</b>
<a href="#">Module 10: Principles of wound healing</a>	36:00	17:00	00:00	00:00	
<a href="#">Module 11: Tissue viability</a>	32:00	17:00	00:00	00:00	
<a href="#">Module 12: Wound management: dressing procedure</a>	12:00	8:00	00:00	00:00	
<a href="#">Module 13: Wound management: splint application</a>	36:00	18:00	00:00	00:00	
<a href="#">Module 14: Documentation and maintenance of records</a>	12:00	8:00	00:00	00:00	
<b>HSS/N3016: Provide first aid as per the emergency</b> <b>NOS Version 1.0</b> <b>NSQF Level 3</b>	<b>06:00</b>	<b>08:00</b>	<b>20.00</b>	<b>00:00</b>	<b>36:00</b>
<a href="#">Module 15: Handling emergency situations</a>	2:00	2:00	00:00	00:00	

<a href="#">Module 16: First aid care for medical emergencies</a>	2:00	3:00	00:00	00:00	
<a href="#">Module 17: First aid care for trauma emergencies</a>	2:00	3:00	00:00	00:00	
<b>HSS/N9617: Maintain a safe, healthy and secure working environment NOS Version 1.0 NSQF Level 4</b>	<b>8:00</b>	<b>4:00</b>	<b>40:00</b>	<b>00:00</b>	<b>52:00</b>
<a href="#">Module 18: Safety and emergency response and first aid at workplace</a>	8:00	4:00	00:00	00:00	
<b>HSS/N9620: Comply with infection control and biomedical waste disposal policies NOS Version 1.0 NSQF Level 4</b>	<b>16:00</b>	<b>12:00</b>	<b>40:00</b>	<b>00:00</b>	<b>72:00</b>
<a href="#">Module 19: Infection control policies and procedures</a>	8:00	6:00	00:00	00:00	
<a href="#">Module 20: Bio-medical waste management</a>	8:00	6:00	00:00	00:00	
<b>Total</b>	<b>300:00</b>	<b>180:00</b>	<b>480:00</b>	<b>00:00</b>	<b>960:00</b>

# Module Details

## Module 1: Introduction to healthcare delivery systems

*Mapped to: Bridge Module*

### Terminal Outcomes:

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

Duration: 04:00	Duration: 04:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the healthcare delivery system in India at the primary, secondary, tertiary, and quaternary levels.</li> <li>Distinguish between private, public, and non-profit healthcare delivery systems.</li> <li>Differentiate between various healthcare services.</li> <li>List different departments in a hospital.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a report summarizing the observations about basic structure and function of healthcare delivery system in India.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Board eraser	
<b>Tools, Equipment and Other Requirements</b>	
Visit to emergency department, orthopedic department, plastic surgery department and other departments of the hospital for field assignment	

## Module 2: Soft skills and communication

*Mapped to: Bridge Module*

### Terminal Outcomes:

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

<b>Duration: 24:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of effective communication with patients, relatives, and colleagues.</li> <li>• Describe the attributes of a team player.</li> <li>• Discuss about confidentiality and privacy practices related to patient’s information.</li> <li>• Discuss the importance of teamwork.</li> <li>• Explain work ethics in the hospital set up.</li> <li>• Discuss the importance of following rules and policies of organization for maintaining code of conduct and scope of work.</li> <li>• Discuss the various communication styles for maintaining gender neutral behaviour and PwD (Divyangs) sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of technical terms to ensure effective communication.</li> <li>• Apply time management skills during daily activities.</li> <li>• Demonstrate the use of reading and writing skills in written communication.</li> <li>• Demonstrate problem solving and decision-making skills in different situations.</li> <li>• Demonstrate skills of teamwork and work prioritization in different team activities.</li> <li>• Demonstrate basic telephone and email etiquettes.</li> <li>• Prepare reports using the information gathered from observation, experience, reasoning, or communication.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Case studies and demonstrative videos on teamwork, group dynamics	



## Module 3: Basic computer knowledge

*Mapped to: Bridge Module*

### Terminal Outcomes:

- Demonstrate the use of computers and internet operations.
- Apply basic computer knowledge in performing various activities.

<b>Duration: 12:00</b>	<b>Duration: 16:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the fundamental hardware components that make up a computer’s hardware and the role of each of these components.</li> <li>• Distinguish between an operating system and an application program, and what each is used for in a computer.</li> <li>• Identify the principal components of a given computer system.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate data entry, taking backups, saving, and retrieving the files, maintaining, and changing network connectivity process.</li> <li>• Prepare reports/documents/ demand request using word processing software and spreadsheets.</li> <li>• Demonstrate the use of browser functions to surf on the internet, send emails.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Computer with internet facility and latest version of software	

## Module 4: Anatomy and physiology of the human Body

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Describe basic structure and function of the human body.
- Describe in detail the skin components and underlying structures.

<b>Duration: 12:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various body parts.</li> <li>• Explain the organisation of body cells, tissues, organs, organ systems, membranes, and glands in the human body.</li> <li>• Describe cells and tissues and their types.</li> <li>• Describe different types of organ systems.</li> <li>• Discuss different types of body fluids.</li> <li>• Discuss in detail skin components and underlying structures.</li> <li>• Explain the structure and functioning of human body systems using charts and models.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various body parts/organs using 3D models of human organ system.</li> <li>• Design various working models depicting functioning of each human body system.</li> <li>• Prepare a chart detailing skin components and underlying structures.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
3D models of human body and accessory organs, model human skeletal system, organ specimen.	

## Module 5: Role and responsibilities of a dresser (medical)

Mapped to: HSS/N3013, v1.0

### Terminal Outcomes:

- Describe the key roles and responsibilities of a Dresser (Medical).

<b>Duration: 06:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the role and responsibilities of the dresser (medical).</li> <li>Distinguish between the scope of practice of a dresser (medical) and that of other healthcare professionals.</li> <li>Discuss the roles of multi-disciplinary team personnel.</li> <li>Discuss the role of dresser (medical) in the different departments of hospital such as emergency, orthopaedic and plastic surgery departments</li> <li>Explain the challenges and limitations of the role.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a chart depicting roles and responsibilities of a dresser (medical) at different sites.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, board eraser	
<b>Tools, Equipment and Other Requirements</b>	
Document and guidelines with detailed role description and limitations	

## Module 6: Dressing materials/agents, splints, casts and bandages

Mapped to: HSS/N3013, v1.0

### Terminal Outcomes:

- Identify different dressing materials and agents.
- Carry out preparation of splint and cast
- Perform cutting and rolling of bandages.

<b>Duration: 32:00</b>	<b>Duration: 18:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various types of dressing materials such as foam dressing, alginate, etc.</li> <li>• List various types of dressing agents such as cleaning materials and topical medications.</li> <li>• Discuss about properties and uses of each type of dressing material and agents.</li> <li>• Describe the indications and importance of bandaging.</li> <li>• Discuss about sizes and uses of different types of bandages such as roller, tubular, triangular, etc.</li> <li>• Differentiate between splint and cast.</li> <li>• Differentiate between different types of splints such as posterior long arm, volar, radial gutter, thumb spica, etc.</li> <li>• Differentiate between different types of casts such as ulnar gutter, radial gutter, thumb spica, long leg etc.</li> <li>• Describe the benefits, and risks of different types of splints and casts.</li> <li>• List the indications of different types of splints and casts.</li> <li>• List the baseline material required for preparation of splints or casts.</li> <li>• Discuss about baseline procedure of preparation of splints or casts.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate process of identification of different sizes of bandages and gauze required for dressing.</li> <li>• Demonstrate cutting the large piece of linen into 2,4, 6 and 12-inch-wide gauze.</li> <li>• Demonstrate rolling of cut pieces of linen into bandages of different sizes.</li> <li>• Demonstrate bundling of bandages into packs of different sizes.</li> <li>• Demonstrate preparation of different types of splints.</li> <li>• Demonstrate preparation of different types of casts.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Dressing agents: cleaning materials and topical medications Dressing materials Bandages Stockinette, splinting material, plaster, fiberglass, pads, elastic bandages, bucket or receptacle of water, trauma shears	

## Module 7: Sterilization and disinfection practices

Mapped to: HSS/N3013, v1.0

### Terminal Outcomes:

- Carry out sterilization and disinfection procedures as required for surface, equipment and materials.

<b>Duration:</b> 32:00	<b>Duration:</b> 20:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Differentiate between sterilization and disinfection.</li> <li>Describe the basis of classifying dressing materials into critical, non-critical and semi-critical.</li> <li>Discuss the indications and selection criteria for instruments and material for sterilization and disinfection.</li> <li>Discuss about different methods of sterilization such as physical and chemical methods.</li> <li>Classify disinfectants based on consistency, spectrum of activity and mechanism of action.</li> <li>Discuss about disinfection process of surfaces, equipment, and materials.</li> <li>Discuss the ways of checking efficacy of sterilization or disinfection performed.</li> <li>Discuss the disinfection and sanitation processes specific to pandemic like COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Create flow charts showing steps of different sterilization methods.</li> <li>Create flow charts showing steps of different disinfection methods.</li> <li>Sort the dressing materials and instruments for sterilization and disinfection.</li> <li>Demonstrate the different methods of sterilizing different types of dressing material and instrument.</li> <li>Demonstrate the different types of disinfection processes as required for surfaces, equipment, and materials.</li> <li>Create sample checklist and schedule for disinfection of dressing room with respect to pandemic like COVID 19.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Disinfectants, autoclave	

## Module 8: Inventory management of dressing room

Mapped to: HSS/N3013, v1.0

### Terminal Outcomes:

- Maintain inventory of equipment and materials required for dressing.
- Apply disposal policies of organization for expired consumables.

<b>Duration: 08:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Define the role and responsibilities of the dresser (medical) in inventory management.</li> <li>• Discuss the list of equipment and material required in the dressing room</li> <li>• Describe the inventory management best practices in dressing room.</li> <li>• Discuss about the condemnation guidelines for equipment or logistics which are outdated or in non-working condition.</li> <li>• Discuss the process of arranging dressing materials and instruments in dressing room.</li> <li>• Discuss how to maintain the record of available sterilized sets and their inventory communication with CSSD team and nursing staffs.</li> <li>• Discuss about SOP of reporting or discarding the expired consumables.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample checklist to check availability of various types of dressing materials, agents, bandages, splints, equipment, and instrument etc. in dressing room.</li> <li>• Demonstrate the compilation of all relevant information in sample formats leveraged in the dressing room for inventory.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
PPE, colour-coded bins, dressing material, bandages, dressing trolley, dressing tray, over-bed table, mannequin, sample medication strips, sample consent form, hand-washing sink, soap, alcohol-based sanitizer, BP instrument, stethoscope, pulse oximeter, thermometer, weighing machine, patient gown, over-head heating panel, light, warmers, mackintosh, patient bed, bed-sheet, pillow	

## Module 9: Pre-procedural activities of wound dressing

Mapped to: HSS/N3014, v1.0

### Terminal Outcomes:

- Organize equipment and materials required for dressing of wound or injury.
- Prepare the procedure area, oneself, and patient for wound dressing.

<b>Duration: 36:00</b>	<b>Duration: 18:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List essential items required for wound dressing.</li> <li>• Differentiate between different types of dressing materials as per the wound exudation.</li> <li>• Identify the suitable surface to be used as a sterile field for dressing such as dressing trolley, tray, or over-bed table.</li> <li>• Discuss about basis of selecting the right bandage size as per affected region of body to be bandaged.</li> <li>• Describe the implications of using expired consumables.</li> <li>• Describe the importance of checking intactness/sterility of packaging of dressing material.</li> <li>• Describe the ways of handling the vaccines and immunoglobulins and maintaining cold chain.</li> <li>• List the prewarmed solutions used for irrigation and drugs for intravenous administration.</li> <li>• Discuss about importance of maintaining right amount of air circulation, temperature and humidity in the procedure area.</li> <li>• Describe the precautions to be taken while using various pre-heating treatment room devices such as over-head heating panel, light, warmers, etc.</li> <li>• Describe the special precautions to be taken while preparing patients with infection of multi-resistant organisms like Multi-resistant staphylococcus aureus (MRSA).</li> <li>• Discuss about the latest guidelines for special precautions to be taken while attending suspects or confirmed patients in case of disease outbreak/epidemic/pandemic.</li> <li>• Discuss about the personal hygiene practices to be followed by dresser (medical) before procedure.</li> <li>• Describe about different positions of patient to be maintained as per affected region of body.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate selection of equipment and materials to be used for dressing as per wound type and affected region of body.</li> <li>• Prepare a sample dressing trolley with placement of equipment and material on clean and sterile surface.</li> <li>• Prepare a checklist to be followed for declaring the procedure area ready for commencing dressing procedure.</li> <li>• Demonstrate hand hygiene steps.</li> <li>• Demonstrate donning and doffing off different levels of Personal Protective Equipment (PPE).</li> <li>• Demonstrate the process of recording vital signs data e.g., temperature, BP, weight.</li> <li>• Demonstrate appropriate verbal or non-verbal communication skills while briefing the patient about the procedure.</li> <li>• Show preparation of procedure area, oneself and patient in a mock drill.</li> <li>• Demonstrate preparation of a prewarmed solution used for irrigation.</li> </ul>

- Discuss the checklist to be followed while preparing a patient for dressing procedure.
- Describe about importance of obtaining consent of the patient.
- List the various pre-medications and pain medications given to the patient before dressing.
- Explain the concept of post exposure prophylaxis.

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster

**Tools, Equipment and Other Requirements**

PPE, colour-coded bins, dressing material, bandages, dressing trolley, dressing tray, over-bed table, mannequin, sample medication strips, sample consent form, hand-washing sink, soap, alcohol-based sanitizer, BP instrument, stethoscope, pulse oximeter, thermometer, weighing machine, patient gown, over-head heating panel, light, warmers, mackintosh, patient bed, bed-sheet, pillow



## Module 10: Principles of wound healing

Mapped to: HSS/N3015, v1.0

### Terminal Outcomes:

- Describe the foundational concepts related to wounds and its healing principles.

<b>Duration: 12:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Define wound.</li> <li>Describe about skin response to damage.</li> <li>Describe wound repair process.</li> <li>Discuss the basic principles and phases of wound healing.</li> <li>Classify wounds as duration such as acute and chronic.</li> <li>Classify wounds as per bacteriological load such as clean, clean contaminated, contaminated, and dirty, etc.</li> <li>Classify wounds as per appearance such as red, yellow &amp; black etc.</li> <li>Discuss the basic principles and benefits of aseptic wound dressing.</li> <li>Explain the concept of haemostasis and its different approaches used in wound dressing such as direct pressure, chemical, physical agents etc.</li> </ul>	<ul style="list-style-type: none"> <li>Draw diagram of wound healing process depicting phases of healing.</li> <li>Demonstrate the process of identification of different types of wounds applying various classification tools.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Board eraser	
<b>Tools, Equipment and Other Requirements</b>	
Models of skin and various types of wounds	

## Module 11: Tissue viability

Mapped to: HSS/N3015, v1.0

### Terminal Outcomes:

- Recognize the viability of tissues by the use of wound assessment guidelines and tools.

<b>Duration: 12:00</b>	<b>Duration: 04:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Define tissue viability and its significance.</li> <li>Describe about gangrene.</li> <li>Differentiate between dry and wet gangrene.</li> <li>Describe about different types of ulcers and their assessment.</li> <li>Describe the basic importance of identification of early signs of wound contamination, infection and colonization.</li> <li>Describe the basic steps of wound assessment and wound bed preparation.</li> <li>Identify the critical issues in the assessment and management of patients with special conditions like leg ulcers and lymphoedema.</li> <li>Discuss about the scoring systems, bed and position requirements and wound cleansing systems for pressure injury wounds.</li> <li>List the urgent or warning signs of alarm needs to be reported to healthcare professional.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Create a grading chart of pressure ulcers using the classification tool.</li> <li>Demonstrate communication skills while briefing the patient about prevention and management of pressure ulcers.</li> <li>Prepare a chart depicting various signs of wound contamination, infection and colonization.</li> <li>Create a chart of the urgent or warning signs of alarm needs to be reported to healthcare professional.</li> <li>Demonstrate ability to differentiate between viable and non-viable tissues.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, board eraser</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Guidelines, protocols or tools of wound assessment</p>	

## Module 12: Wound management: dressing procedure

Mapped to: HSS/N3015, v1.0

### Terminal Outcomes:

- Carry out dressing procedure and bandaging of wound.
- Assist in dressing related activities during wound management.

Duration: 36:00	Duration: 17:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Differentiate between various methods of debridement such as enzymatic, surgical, high pressure water irrigation, larval and leech therapy.</li> <li>• Differentiate in selection of dressing material and technique for wounds of different parts of the body depending on the viability of tissue and other physical attributes.</li> <li>• Discuss about the special requirements of paediatric patients for wound dressing such as specific dressing material for children to secure dressing.</li> <li>• Discuss about the basic management of various types of problem wounds and wound discharge.</li> <li>• Discuss classification of burn wounds and their assessment</li> <li>• Discuss about the different medications, procedures and suitable burn dressing to be used in case of burn patients.</li> <li>• Describe about the principles, different techniques of bandaging and variability in techniques as per affected body part.</li> <li>• Describe the uses of bandaging a wound.</li> <li>• Discuss about the techniques of Negative Pressure Wound Therapy (NPWT), its application on compression bandage and its contraindications.</li> <li>• Describe about different forms of wound closure and their indications.</li> <li>• Discuss about the basic management of wounds in diabetic patients.</li> <li>• Discuss about different types of drain sites, drains and their maintenance.</li> <li>• Discuss the ways of handling the amputated part and caring the stoma and drains.</li> <li>• Discuss about best practices of collection and transportation of tissue or pus culture samples.</li> <li>• List the common emergencies encountered in dressing room.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate various methods of debridement.</li> <li>• Demonstrate selection of dressing material for the different type of wounds as per case history.</li> <li>• Demonstrate dressing procedure for different body parts and types of wounds.</li> <li>• Demonstrate different bandaging techniques such as sling, circular, spiral, figure of 8, etc. of various regions of body.</li> <li>• Demonstrate activities to be performed by dresser (medical) while assisting with suturing and suture removal.</li> <li>• Demonstrate application of NPWT (Negative Pressure Wound Therapy.)</li> <li>• Design a chart depicting the possible incidences where support from physiotherapist, social worker and police may be needed during wound management.</li> <li>• Demonstrate how to collect sample from wound site and label it.</li> <li>• Demonstrate ability to properly preserve amputated part for transportation.</li> <li>• Demonstrate how to attend to a patient with syncopal attack.</li> <li>• Demonstrate wound management in limited resource settings by applying basic principles of first aid.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, board eraser	

### Tools, Equipment and Other Requirements

PPE, colour-coded bins, dressing material, bandages, dressing trolley, dressing tray, over-bed table, mannequin, patient gown, mackintosh, patient bed, bed-sheet, pillow, NPWT devices, sutures

## Module 13: Wound management: splint or cast application

Mapped to: HSS/N3015, v1.0

### Terminal Outcomes:

- Perform splint or cast application, replacement and removal as advised for a particular condition.
- Assist in other activities during application of splint or cast.

<b>Duration: 32:00</b>	<b>Duration: 17:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about selection technique of the appropriate splint or cast as per affected site and type of injury.</li> <li>• List different patient positions to be maintained when splint or cast application is needed.</li> <li>• Explain about the importance of elevation to apply extremity splints or casts.</li> <li>• Discuss about indications, position, and application of different types of splints, and casts as well as precautions to be observed on case to case basis.</li> <li>• Determine the indications for replacement of splints and casts as per condition and material of splint.</li> <li>• Describe the importance of cleaning or sterilizing splints before next use.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the various types of splinting techniques for splint or cast application</li> <li>• Prepare a chart depicting type of splint to be used as per affected body part.</li> <li>• Prepare a chart depicting type of cast to be used as per affected body part.</li> <li>• Demonstrate removal of splint and cast.</li> <li>• Show how to position patients while applying splints on different body parts.</li> <li>• Demonstrate cleaning and disinfection techniques of splints.</li> <li>• Determine the timing for splint modification or change.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
PPE, colour-coded bins, dressing trolley, dressing tray, over-bed table, mannequin, patient gown, mackintosh, patient bed, bed-sheet, pillow Stockinette, splinting material, plaster, fiberglass, pads, elastic bandages, bucket or receptacle of water, trauma shears	

## Module 14: Documentation and maintenance of records

Mapped to: HSS/N3015, v1.0

### Terminal Outcomes:

- Carry out proper documentation of procedure and post-procedural instructions.

<b>Duration: 12:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Define the role and responsibilities of the dresser (medical) in reporting and management of records.</li> <li>Explain the purpose of obtaining written consent of patient while recording clinical photography and videography of wound/procedure.</li> <li>Explain the importance of maintaining dignity and privacy of patients while recording photography and videography of wound/procedure.</li> <li>List the various types of post dressing and post splintage instructions given to the patient.</li> <li>Explain the importance of maintaining confidentiality of documents.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate technical skills of recording clinical photography and videography of wound/procedure.</li> <li>Create a sample set of documents to record clinical and procedure related information of patients.</li> <li>Create a chart depicting various types of post dressing and post splintage instructions required to be given to the patient as per type of wound and affected body part.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Sample formats of reports and hospital documents, various forms of consent	

## Module 15: Handling emergency situations

Mapped to: HSS/N3016, v1.0

### Terminal Outcomes:

- Deal with accidents and casualties promptly, calmly and correctly.
- Evaluate the scene and victim as per standard guidelines.
- Perform Cardio-Pulmonary Resuscitation (CPR) as per standard procedure.

Duration: 02:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss about the good Samaritan Law and its general principles.</li> <li>• Describe the importance of maintaining local emergency numbers as prevalent in region.</li> <li>• Recognize potential hazards found at the emergency scene.</li> <li>• Discuss about immediate safety responses such as switching off the ignition of the motor vehicle in case of a motor vehicle accident, cutting off main electrical switch before approaching a victim of suspected electrocution, etc.</li> <li>• Discuss about triage and its modalities.</li> <li>• Discuss the guidelines and safety precautions that need to be followed when lifting a victim.</li> <li>• Describe the guidelines and safety precautions that need to be followed when moving the victims such as special carrying procedures on stairs; pushing and pulling the victim, etc</li> <li>• Determine the need for additional help or assistance such as trained lifeguards or trained swimmers to extricate the drowning person.</li> <li>• Discuss about the protocols for assessing consciousness, responsiveness, any limb deformity, swelling, coughing, bleeding, or breathing difficulties of the victim.</li> <li>• Describe the standard procedure of Cardio Pulmonary Resuscitation (CPR).</li> <li>• Identify precautions to be taken for self-safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of local emergency response agencies such as Emergency Medical Service (EMS) team, ambulance, bomb disposal squads, fire and police departments, etc. along with their contact details.</li> <li>• Demonstrate one-handed carrying techniques of the victim.</li> <li>• Demonstrate correct technique of providing CPR on manikin using both single rescuer and two rescuer methods.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, CPR Nursing Manikin, Mannequin, Ambu Bag with Mask Adult, Torch, Wheelchair, Stretcher, cot, scoop	

## Module 16: First aid care for medical emergencies

Mapped to: HSS/N3016, v1.0

### Terminal Outcomes:

- Discuss the role of a dresser (medical) in assessing medical emergencies as an immediate first response.
- Apply the standard protocols of providing first aid care in medical emergencies.

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify signs and symptoms of common medical emergencies which require first aid response such as chest pain/discomfort, giddiness/fainting, choking, stroke/paralysis attack, fits/convulsions, nosebleed/ epistaxis</li> <li>• Explain the need for assessing and recording breathing difficulty/patterns, abnormal facial expressions, deficit in speech, any weakness, warning signs of convulsions, cyanosis, the pattern, and duration of fits.</li> <li>• Discuss about standard protocols while providing first aid care to victim for various medical emergencies.</li> <li>• List the various do's and don'ts to be followed while providing first aid care during medical emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct way of assessment of various signs and symptoms and appropriate techniques of providing first aid care for following conditions:               <ul style="list-style-type: none"> <li>○ chest pain/discomfort as immediate response.</li> <li>○ choking.</li> <li>○ giddiness and fainting.</li> <li>○ stroke/paralysis attack.</li> <li>○ fits or convulsions.</li> <li>○ epistaxis.</li> </ul> </li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, CPR Nursing Manikin, Mannequin, cloth/tissue papers, Ambu Bag with Mask Adult, Torch, Wheelchair, Stretcher, cot, scoop	



## Module 17: First aid care for trauma emergencies

Mapped to: HSS/N3016, v1.0

### Terminal Outcomes:

- Apply the standard protocols of providing first aid care in trauma emergencies.

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the basic components of first aid kit.</li> <li>• Discuss about standard protocols while providing first aid care to victims for various trauma emergencies such as road traffic accidents, bleeding, burns, snake/dog bite, eye injuries and drowning.</li> <li>• List the various do's and don'ts to be followed while providing first aid care during trauma emergencies.</li> <li>• List the various types of information to be collected from the site such as information about the snake, etc.</li> <li>• Explain the packing procedure of amputated part for keeping it viable for re-implantation, in case of amputation.</li> <li>• Discuss about first aid care in low resource settings using culture sensitive examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a dummy portable and segregable first aid kit as per requirements.</li> <li>• Demonstrate correct way of assessment of condition and appropriate techniques of providing first aid care during following conditions:               <ul style="list-style-type: none"> <li>○ road traffic accidents.</li> <li>○ wound care and bleeding.</li> <li>○ burns.</li> <li>○ snake/dog bite.</li> <li>○ eye injuries.</li> <li>○ drowning.</li> </ul> </li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, CPR Nursing Manikin, Mannequin, cloth/tissue papers, Ambu Bag with Mask Adult, Torch, Wheelchair, Stretcher, cot, scoop, tourniquet, splint,	

## Module 18: Safety and emergency response at workplace

Mapped to: HSS/N9617, v1.0

### Terminal Outcomes:

- Respond to institutional emergencies safely and appropriately.

<b>Duration:</b> 08:00	<b>Duration:</b> 04:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the precautions to be taken for personal safety.</li> <li>Explain the use of protective devices such as restraints and safety devices.</li> <li>List the hospital emergency codes.</li> <li>Explain about fire emergencies and safe use of electrical appliances</li> <li>Explain about disaster management techniques to deal with institutional emergencies.</li> <li>List the common emergencies which could happen in healthcare setting.</li> <li>Discuss about the escalation matrix for referral and management of common emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate usage of hospital emergency codes and basic emergency response in a mock drill depicting an institutional emergency.</li> <li>Create a chart depicting different types of protective devices such as restraints and safety devices.</li> <li>Create a chart depicting common emergency situations and its referral mechanism.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, first aid box, CPR Nursing Manikin, Ambu Bag with Mask Adult, Torch, physical restraints, Fire extinguisher	

## Module 19: Infection control policies and procedures

Mapped to: HSS/N9620, v1.0

### Terminal Outcomes:

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

Duration: 08:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the concept of healthy living.</li> <li>• Describe the importance of infection control and prevention.</li> <li>• List strategies for preventing transmission of pathogenic organisms.</li> <li>• Describe the nosocomial infections.</li> <li>• Explain the importance of incident reporting.</li> <li>• Discuss in brief about COVID-19 coronavirus infection.</li> <li>• Explain the concept of immunization.</li> <li>• Describe the hand-hygiene guidelines and procedures used in healthcare-settings.</li> <li>• Explain the importance of using Personal Protective Equipment (PPE).</li> <li>• List the types of PPE.</li> <li>• Describe the process of wearing and removing each of the PPE.</li> <li>• Explain various vaccinations against common infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps of spill management.</li> <li>• Demonstrate the procedures of hand hygiene.</li> <li>• Demonstrate donning, doffing and discarding of PPE (with special emphasis to pandemic like COVID-19)</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Hypochlorite solution, chlorhexidine, alcohol swab Apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol Disposable cartridge and syringes Spill Kit	
Overlapping module 6,20	

## Module 20: Bio-medical waste management

Mapped to: HSS/N9620, v1.0

### Terminal Outcomes:

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

<b>Duration: 08:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Categorize the different types of biomedical waste.</li> <li>• Explain the importance and mechanism of proper and safe disposal, transportation and treatment of bio-medical waste.</li> <li>• Identify the various types of colour coded bins/containers used for disposal of biomedical waste.</li> <li>• Explain the importance of following local guidelines of biomedical waste disposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Segregate the biomedical waste applying the local guidelines.</li> <li>• Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste.</li> <li>• Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Different coded color bins, chart for color coding of bins Visit to biomedical waste treatment plant for field assignment	

**Mandatory Duration: 500:00**

**Recommended Duration: 00:00**

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

**Location: On Site**

**Terminal Outcomes**

- Maintain inventory of the dressing room.
- Perform sterilization and disinfection of all dressing materials and instruments.
- Prepare splints and plasters with baseline materials as per standard procedures.
- Carry out cutting and rolling of bandages of different sizes and pack them into bundles.
- Assemble the equipment and material required during the procedure on clean and sterile surface.
- Maintain ventilation, illumination and sterility of the procedure area
- Follow hand hygiene and PPE donning and doffing protocols while preparing oneself for dressing procedure
- Assist in taking vital parameters of the patient under guidance of physician.
- Prepare the patient for required dressing with correct position and required documentation
- Check the viability of tissues
- Assist healthcare professional during wound dressing and splint or cast application
- Follow self and scene safety measures while responding to an emergency
- Demonstrate skills of coordination with local emergency agencies and bystanders for help during an emergency situation.
- Evaluate the victim as per standard protocols.
- Demonstrate Cardio Pulmonary Resuscitation (CPR).
- Demonstrate technical skills while providing first aid care to the victim complaining of medical emergencies and traumatic emergencies.
- Demonstrate basic first aid procedure: use of different types of splints, different ways of bandaging procedure, simple wounds dressing, basic first aid in burn and insect bite (including snake bite) and the process of referring them.
- Practice record keeping of patient details, purchases, physical stock record, and maintenance record on Hospital Information system.
- Demonstrate handling of biomedical waste from its segregation in different coloured dustbin as per the local biomedical waste management protocol to record entry of inventory of materials purchase for waste disposal.
- Demonstrate spillage management with 1% hypochlorite solution.

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Post-graduate (recognized system of modern medicine)	Surgery/ Orthopaedics	1				
Medical Graduate		4	Experience working in hospitals in dressing rooms	1		
PhD	Nursing	3	Experience working in hospitals in dressing rooms	1		
M. Sc.	Nursing	4	Experience working in hospitals in dressing rooms	2		
B.Sc.	Nursing	5	Experience working in hospitals in dressing rooms	2		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Dresser (medical)" mapped to QP: "HSS/Q3004 v1.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with minimum score of 80%.

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Post-graduate (recognized system of modern medicine)	Surgery/ Orthopaedics	1				
Medical Graduate		5	Experience working in hospitals in dressing rooms	2		
PhD	Nursing	4	Experience working in hospitals in dressing rooms	1		
M. Sc.	Nursing	5	Experience working in hospitals in dressing rooms	2		
B.Sc.	Nursing	6	Experience working in hospitals in dressing rooms	2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Dresser (medical)” mapped to QP: “HSS/Q3004 v1.0” with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701” with minimum score of 80%.

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

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

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

The following tools would be used for final assessment:

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

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

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

**3. On-Job Training:** OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

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

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

### QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency-based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:



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

## References

## Glossary

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

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
NPWT	Negative Pressure Wound Therapy
CPR	Cardio-pulmonary Resuscitation
MLC	Medico Legal Case
PPE	Personal Protective Equipment