



# Model Curriculum

**QP Name: General Duty Assistant**

**QP Code: HSS/Q5101**

**QP Version: 3.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Healthcare Sector Skill Council || Healthcare Sector Skill Council, 520, DLF Tower A, 5th Floor, Jasola District Centre, New Delhi – 110025

## Table of Contents

Training Parameters.....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module Details.....	7
Module 1: Broad Function of General Duty Assistant .....	7
Module 2: Basic Computer Knowledge.....	8
Module3: Soft Skills and Communication .....	9
Module 4: Orientation to Healthcare Facilities .....	9
Module 5: Bathing, Grooming and Dressing up a Patient.....	10
Module 6: Nutrition and Hydration .....	11
Module 7: Introduction to Human Anatomy and Physiology .....	13
Module 8: Elimination Needs .....	16
Module 9: Ergonomics and Body Mechanics at Healthcare Settings.....	17
Module 10: Positioning/Transferring/Mobility of Patient.....	18
Module 11: Preventing Patient Injury.....	19
Module 12: Routine in Patient Activities.....	20
Module 13: Observing, Reporting and Documentation .....	21
Module 14: Bed Making.....	22
Module 15: Last Offices (Death Care).....	23
Module 16: Sanitation, Safety and First Aid.....	24
Module 17: Infection Control and Prevention.....	25
Module 18: Bio Medical Waste Management.....	26
Module 19: DGT/VSQ/N0102 : Employability Skills (60 Hours) .....	18
Annexure.....	20
Trainer Requirements .....	21
Assessor Requirements.....	22
Assessment Strategy .....	23
References .....	25
Glossary.....	25
Acronyms and Abbreviations .....	26

## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Allied Health & Paramedics
<b>Occupation</b>	Patient Care 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>	10 <sup>th</sup> Grade Pass Or 8 <sup>th</sup> Grade pass with 2 years relevant experience Or 8th grade pass and pursuing continuous schooling Or Previous relevant qualification of NSQF level 2.5 with 1.5-year relevant experience
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	29/01/2021
<b>Next Review Date</b>	29/01/2026
<b>NSQC Approval Date</b>	29/01/2021
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	29/01/2021
<b>Model Curriculum Valid Up to Date</b>	29/01/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	900 Hrs.
<b>Maximum Duration of the Course</b>	900 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.

- Explain the role and responsibilities of a General Duty Assistant
- Maintain proper body mechanics while handling the patient
- Ensure patient safety while carrying out procedures
- Prepare patient unit
- Assist the healthcare team for basic patient care like dressing, grooming
- Assist in maintaining nutrition and hydration and elimination needs
- Transfer patient samples and documents within the hospital
- Assist hospital staff in carrying out end of life care
- Apply infection control measures and dispose biomedical waste according to the standard protocols
- Promote safety and apply usage of personal protective equipment

### 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>15:00</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>45:00</b>
<a href="#">Module 1: Broad functions of General Duty Assistant</a>	05:00	05:00	00:00	00:00	
<a href="#">Module 2: Basic computer knowledge</a>	05:00	05:00	00:00	00:00	
<a href="#">Module 3: Soft skills and communication</a>	05:00	05:00	00:00	00:00	

<b>HSS/N5133: Assist patient in bathing, dressing up and grooming</b>	<b>30:00</b>	<b>75:00</b>	<b>60:00</b>	<b>00:00</b>	<b>165:00</b>
Module 4: Orientation to healthcare facilities	05:00	5:00	00:00	00:00	
Module 5: Bathing, grooming and dressing up a patient	25:00	70:00	00:00	00:00	
<b>HSS/N5104: Support individuals to eat and drink</b>	<b>25:00</b>	<b>35:00</b>	<b>30:00</b>	<b>00:00</b>	<b>90:00</b>
Module 6: Nutrition and hydration	25:00	35:00	00:00	00:00	
<b>HSS/N5105: Assist patient in maintaining normal elimination</b>	<b>40:00</b>	<b>20:00</b>	<b>15:00</b>	<b>00:00</b>	<b>75:00</b>
Module 7: Introduction to human anatomy and physiology	15:00	05:00	00:00	00:00	
Module 8: Elimination needs	25:00	15:00	00:00	00:00	
<b>HSS/N5134: Transferring patient and their samples, drugs, documents within the hospital</b>	<b>45:00</b>	<b>75:00</b>	<b>30:00</b>	<b>00:00</b>	<b>150:00</b>
Module 9: Ergonomics and body mechanics at healthcare setting	15:00	15:00	00:00	00:00	
Module 10: Positioning/transferring /mobility of patients	20:00	30:00	00:00	00:00	
Module 11: Preventing patient injury	10:00	30:00	00:00	00:00	
<b>HSS/N5135: Provide support in routine activities of in-patient department</b>	<b>35:00</b>	<b>55:00</b>	<b>75:00</b>	<b>00:00</b>	<b>165:00</b>
<u>Module 12: Routine in-patient activities</u>	10:00	20:00	00:00	00:00	
<u>Module 13: Observing, reporting and documentation</u>	10:00	10:00	00:00	00:00	
<u>Module 14: Bed making</u>	15:00	25:00	00:00	00:00	
<b>HSS/N5115: Carry out last office (death care)</b>	<b>20:00</b>	<b>25:00</b>	<b>15:00</b>	<b>00:00</b>	<b>60:00</b>
<u>Module 15: Last offices (death care)</u>	20:00	25:00	00:00	00:00	
<b>HSS/N9617: Maintain a safe, healthy and secure environment</b>	<b>15:00</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>45:00</b>
<u>Module 16: Sanitation, Safety, and First Aid</u>	15:00	15:00	00:00	00:00	

HSS/N9618: Follow infection control policies & procedures including biomedical waste disposal protocols	15:00	15:00	15:00	00:00	45:00
<a href="#">Module 17: Infection control and prevention</a>	10:00	10:00	00:00	00:00	
<a href="#">Module 18: Bio Medical Waste management</a>	05:00	05:00	00:00	00:00	
<b>Total</b>	<b>240:00</b>	<b>330:00</b>	<b>270:00</b>	<b>00:00</b>	<b>840:00</b>
Module 21: Employability Skills (60 Hours): DGT/VSQ/N0102	60:00	00:00	00:00	00:00	
<b>Total</b>	<b>300:00</b>	<b>330:00</b>	<b>270:00</b>	<b>00:00</b>	<b>900:00</b>

## Module Details

### Module 1: Broad Functions of General Duty Assistant Mapped to: Bridge Module,

#### Terminal Outcomes:

- Describe the key roles and responsibilities of a General Duty Assistant (GDA).

<b>Duration:</b> 05:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the functions to be performed by a GDA</li> <li>Explain the ways of maintaining the personal hygiene needs of a patient</li> <li>Discuss various devices that ensure patient comfort and safety</li> <li>Explain the role of GDA while transferring samples / medicines /documents of the patient</li> <li>Explain the process of cleaning/sterilizing /disinfecting of medical and surgical equipment, linen, patient unit, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a chart depicting roles and responsibilities of a General Duty Assistant at different sites.</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, medical equipments like Sphygmomanometer, Thermometer, weighing machine, stethoscope, ECG etc	

## Module 2: 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:</b> 05:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the application of computers.</li> <li>• Differentiate between the hardware and software.</li> <li>• Differentiate between the input and output devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of browser functions to surf on the Internet, send emails.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Computer, keyboard, mouse, CPU, printer etc	



## Module 3: 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: 05:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the significance of effective communication</li> <li>• Explain the use of effective communication with patients and family without using jargons and colloquial terms</li> <li>• Discuss the principles of effective communication skills with colleagues using appropriate terminology in communication</li> <li>• Discuss the principles of basic reading and writing skills</li> <li>• Discuss the principles of goal setting and time management</li> <li>• Describe the principles of team building and teamwork</li> <li>• Explain the significance of thinking, reasoning and communicating with others</li> <li>• Explain the principles of problem solving and decision-making skills</li> <li>• Describe the need for customer service and service excellence in medical service</li> <li>• Explain work ethics in hospital set up</li> <li>• Discuss the process of objection handling.</li> <li>• Discuss planning and organization of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of technical terms to ensure effective communication.</li> <li>• Apply time management skills</li> <li>• Demonstrate the use of reading and writingskills in written communication.</li> <li>• Demonstrate problem solving and decision-making skills in different situations.</li> <li>• Demonstrate skills of team- work and workprioritization 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>	
Document and guidelines with detailed role description and limitations	

## Module 4: Orientation to healthcare facilities

*Mapped to: HSS/N5133,*

### Terminal Outcomes:

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

<b>Duration: 05:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss in brief the healthcare delivery system</li> <li>• Discuss about the various services offered to patients in a hospital setting</li> <li>• Explain various departments and their functions in the hospital</li> <li>• Explain the standard hierarchy of healthcare professionals in a healthcare facility</li> <li>• Differentiate between the IPD and the OPD</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> <li>• Prepare a hierarchical chart of different career options at various healthcare settings.</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>	
Visit to various healthcare settings for field assignment	

## Module 5: Bathing, Grooming and Dressing up a patient.

Mapped to: HSS/N5133,

### Terminal Outcomes:

- Demonstrate the techniques of Bed Bath.
- Describe the types of bed bath.
- Demonstrate the technique of dressing up a patient.
- Types of Bed sores
- Demonstrate the techniques of Nail, Hair, Eye, Oral and Back care.

<b>Duration: 25:00</b>	<b>Duration: 70:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the difference in care provided to routine patients, terminally ill and differently abled patients</li> <li>• Explain the importance of bathing and its types such as Sitz bath etc.</li> <li>• Enumerate points to observe during bathing which need to be reported</li> <li>• Identify the need of after bath care to the patient</li> <li>• List various changes to be observed and while providing bath and skin care</li> <li>• List early signs of pressure sores/ bed sores</li> <li>• Explain the causes of pressure sores (bed sores)</li> <li>• List various most comfortable and appropriate lying/ sitting positions, positioning of pillows etc. for bed- ridden patients to avoid bed sores</li> <li>• Explain the importance of maintaining oral care, skin and nail care</li> <li>• Explain oral care in patients with dentures</li> <li>• Describe oral care in unconscious patients under supervision</li> <li>• List the steps of nail care under supervision</li> <li>• Discuss the procedure of performing hair care</li> <li>• Explain the proper technique of dressing up a patient</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct technique of bed bath.</li> <li>• Demonstrate the correct techniques of oral, nail, hair, eye and back care</li> <li>• Demonstrate the steps of back care.</li> <li>• Demonstrate the technique of position changing of a patient.</li> <li>• Demonstrate the technique of donning and doffing of clothes</li> <li>• Demonstrate the technique of dressing up a patient</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>	
Hygiene trays, Nail care tray, hair care tray, oral care tray, eye care tray, linen, patient clothes, towel, face towel, gloves, basins, water, etc	

## Module 6: Nutrition and Hydration

Mapped to: HSS/N5104,

### Terminal Outcomes:

- Demonstrate the techniques of oral feeding.

<b>Duration: 25:00</b>	<b>Duration: 35:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the concept of nutrition</li> <li>• Explain the significance of proper dietary intake</li> <li>• Explain the various components of food such as carbohydrates, fats, proteins etc.</li> <li>• Enumerate various electrolytes crucial for patients</li> <li>• Discuss appropriate diet for various medical conditions such as low salt intake in hypertensive patient.</li> <li>• Differentiate between various types of diets such as solid diet, semi solid diets and liquid diet etc.</li> <li>• List various the precautions to be taken while feeding the patient</li> <li>• List various signs of discomfort while feeding the patient</li> <li>• Discuss the signs of choking</li> <li>• Explain the process of reporting an event of choking or aspiration to a senior healthcare professional immediately</li> <li>• Discuss the principles of hygiene while assisting patient in feeding and drinking</li> <li>• Explain the importance of intake and output record</li> <li>• Discuss the process of recording the dietary intakes after feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct technique of oral feeding.</li> <li>• Demonstrate the technique to assist a nurse in ryles tube feeding.</li> <li>• Prepare a sample chart on intake and output of a patient</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B	
<b>Tools, Equipment and Other Requirements</b>	
Cutlery, food, water, tray, napkin, ryles tube, syringe, kidney tray, face towel, gloves etc	

## Module 7: Introduction to Human Anatomy and Physiology

*Mapped to: HSS/N5105,*

### Terminal Outcomes:

- Describe basic structure and function of the human body.

<b>Duration: 15:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the Organisation of body cells, tissues, organs, organ systems, membranes and glands in the human body.</li> <li>• Describe cell and various types of tissues.</li> <li>• Describe different types of organ systems.</li> <li>• Discuss different types of body fluids, secretions and excretions.</li> <li>• Identify different parts of the body using charts and models.</li> <li>• Explain the structure and functioning of human body systems using charts and models.</li> <li>• Discuss various working models depicting functioning of human body systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various body parts/organs using 3D models of human organ system. Design various working models depicting functioning of each human body system.</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>	
3Dmodels of human body and accessory organs, model human skeletal system, organ specimen	

## Module 8: Elimination Needs

*Mapped to: HSS/N5105,*

### Terminal Outcomes:

- Demonstrate the correct technique of using bedpan, urinal, and diaper for bedridden patients.

<b>Duration: 25:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of various methods of caring during elimination needs</li> <li>• Differentiate care plan activities in patient with urine and bowel incontinence and in patients with urinary catheter.</li> <li>• Discuss the principles of hygiene and sanitation while assisting patient in elimination needs</li> <li>• List the importance of colour and texture change of urine and stool</li> <li>• Explain the usage of various equipment used in elimination needs such as adult diapers, bedpan, urinal etc.</li> <li>• Explain the process of safely assisting a mobile patient to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct technique of using bedpan, urinal, and diaper for bedridden patients.</li> <li>• Demonstrate the correct techniques of emptying the bedpan, urinal and urobag in washroom.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Bed pan, Urinal, gloves, Adult diaper, draw sheet, under pads, dustbin, urobag, etc	

## Module 9: Ergonomics and body mechanics at healthcare setting

Mapped to: HSS/N5134,

### Terminal Outcomes:

- Explain the use of correct body mechanics to prevent any injury to self and patient.

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the kinetics of joints and movements</li> <li>• Discuss mechanisms that affect movements in the human body</li> <li>• Explain the general principles of body movements</li> <li>• List the principles of proper body mechanics to carry out patient activities for proper ergonomics</li> <li>• Explain the significance of maintaining proper joint mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct use of body mechanics while lifting or transferring the patient.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Nursing manikin, bed,	

## Module 10: Positioning/transferring /mobility of patients

Mapped to: HSS/N5134,

### Terminal Outcomes:

- Explain the importance of positioning in the treatment and recovery of patient.
- Demonstrate different positions.
- Demonstrate the use of assisted devices like wheelchair, stretcher, walker, crutches and canes in the mobility and transportation of patient.

<b>Duration: 20:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the importance of positioning of the patient during treatment and recovery phase such positioning in lithotomy, Fowler’s or Sim’s position</li> <li>• Explain various types of positions and postures to be maintained ideal for various procedures</li> <li>• Describe various kinds of means available for transferring patients</li> <li>• Describe precautions to be taken while transferring patient</li> <li>• Discuss the importance of physical movements for patient wellbeing.</li> <li>• Describe usage of modes used for mobility and their maintenance</li> <li>• Describe precautions to be taken while patient is walking or using assisted devices</li> <li>• Explain the process and precautions to be taken care while transferring the patient from bed to stretcher</li> <li>• Explain the process and precautions to be taken care while transferring the patient from bed to wheelchair</li> <li>• Explain the process and precautions to be taken care while transferring the patient from wheelchair to bed</li> <li>• Explain the process and precautions to be taken care while transferring the patient from stretcher to bed</li> <li>• Determine patient’s medical</li> <li>• condition before implementing any mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate usage of wheelchair, stretcher, shifting of patient from bed to stretcher, stretcher to operation theatre table etc., and in special situations.</li> <li>• Demonstrate usage of assisted devices like walker, cane, crutches etc while walking the patient.</li> <li>• Demonstrate the various types of positions like supine, left lateral, lithotomy, fowlers etc.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Nursing manikin, wheelchair, stretcher, cane, crutches, walker, bed, operation table etc	



## Module 11: Preventing Patient Injury

*Mapped to: HSS/N5134,*

### Terminal Outcomes:

- Discuss the significance of safety measures.
- List the Comfort and Assistive devices and related indications.

<b>Duration: 10:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Enumerate various situations and risk factors that catalyse patient fall and injury</li> <li>• Describe techniques for preventing patient injury during transfer and positioning patient in bed</li> <li>• Describe care to be taken to avoid fall in high risk patients such as patient with altered sensorium, epileptic patients, etc.</li> <li>• Describe the measures to be taken in the event of fall</li> <li>• Describe key points to check that the patient transfer equipment is in working condition</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of Comfort devices, Assistive devices, mobility devices</li> <li>• Demonstrate the usage of air mattress.</li> <li>• Demonstrate the use of physical restraints to prevent fall or injury.</li> <li>• Apply the use of side rails in bed to prevent fall.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Nursing manikin, bed, air mattress, rubber sleepers, restraints, bandages, etc	

## Module 12: Routine in-patient activities

Mapped to: HSS/N5135,

### Terminal Outcomes:

- Demonstrate the correct technique of measuring Height, Weight
- Demonstrate the correct technique of changing bed linen.
- Manage spill management.

<b>Duration: 10:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the procedures and codes in answering a call bell</li> <li>• Discuss common reasons of a patient call</li> <li>• Enumerate patient complaints such as dizziness, vertigo, etc.</li> <li>• Discuss various complaints that need immediate reporting and action</li> <li>• Discuss changes in patients' overall condition that are critical to be reported.</li> <li>• Describe how to assist the medical staff in measurement of patient parameters such as height and weight</li> <li>• List various equipment/ scales for measuring patient parameters such as digital/ manual weighing machines, height meters, measuring tape etc.</li> <li>• Explain various colour changes observed in skin and their significance</li> <li>• Explain difference in colour, consistency and volume of urine and faeces</li> <li>• Discuss the significance of keeping record of intake and output of the patient</li> <li>• Explain the process of decontamination of commonly used basic patient care equipment</li> <li>• Explain the process of changing and transporting laundry/ linen on the floor</li> <li>• Discuss the process of reporting the incidences of spillage</li> <li>• Explain spill management</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct technique of measuring Height, Weight</li> <li>• Demonstrate the correct technique of cleaning and managing the spill on the floor</li> <li>• Prepare a sample report on patients records</li> <li>• Demonstrate the correct technique of bed making.</li> <li>• Demonstrate the correct technique of changing bed linen.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Weighing machine, height meter, spill kit, call bell etc	

## Module 13: Observing, Reporting and Documentation

Mapped to: HSS/N5135,

### Terminal Outcomes:

- Demonstrate technical skills of Storage and retention and retrieval of database and records.
- Maintain confidentiality of records

<b>Duration: 10:00</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 signs and symptoms that show deviation in the normal condition of the patient</li> <li>• Explain the process of reporting the changes in patients' overall condition</li> <li>• Describe the scope of practice for GDA in observing and reporting</li> <li>• Explain use and importance of records and reports</li> <li>• Explain various types of records of importance for GDA</li> <li>• Explain essential components of various records and the method of their documentation and retrieval</li> <li>• Explain abbreviations and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Enter data in various forms and format according to the standard guidelines.</li> <li>• Create a sample set of documents to record procedure related information of client.</li> <li>• Demonstrate how to compile all the relevant information in sample formats necessary to create the database of client.</li> <li>• Demonstrate the use of Hospital Information System (HIS) to prepare a</li> <li>• sample record on client dietetic information.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Sample formats of reports and hospital documents, various forms of consent	

## Module 14: Bed Making

Mapped to: HSS/N5135,

### Terminal Outcomes:

- Demonstrate the method of Bed making.
- Discuss the different types of bed.
- Carry out preparation of patient and its unit as per the procedure.

<b>Duration: 15:00</b>	<b>Duration: 25:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain various types of linen used in hospital</li> <li>• Explain the process of collecting clean linen as per hospital policies for bed making</li> <li>• Discuss various methods of preparing beds for patients</li> <li>• Explain the significance of timely changing of linen</li> <li>• Explain the preparation of various beds according to patient needs and conditions</li> <li>• Describe the method of preparing room for patient admission</li> <li>• Describe the process of disinfecting bed equipment after patient gets discharged</li> <li>• Describe the process of segregating soiled linen separately for disinfection and successive usage</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate preparation of an empty bed, occupied bed and room after discharge etc.</li> <li>• Prepare room/unit for admission and procedure.</li> <li>• Demonstrate the different methods of sterilizing different types of equipment, tools, and instrument.</li> <li>• Demonstrate the different types of disinfection processes as required for surfaces, equipment, soiled linen, and materials.</li> <li>• Demonstrate the method of disposal of consumable items according to the hospital protocols.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Bed, Nursing manikin, linen, blanket, pillow, pillow cover, draw sheets, laundry trolley etc	

## Module 15: Last offices (death care)

Mapped to: HSS/N5115,

### Terminal Outcomes:

- Importance of providing care related to end of life.

<b>Duration:</b> 20:00	<b>Duration:</b> 25:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss in brief the signs of death</li> <li>• Discuss various cultural and religious sensitivities attached to death</li> <li>• Explain the deceased body packing</li> <li>• Explain the procedure of handing over the valuable items that the deceased might be wearing</li> <li>• Describe the process of deceased body identification details as per the hospital policies</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart on physical symptoms of dying aged.</li> <li>• Demonstrate managing Last Offices including preparing and packing body.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Dead body /mannequin, bed sheets, bandages, cotton, disinfectants.	

## Module 16: Sanitation, Safety, and First Aid

Mapped to: HSS/N9617,

### Terminal Outcomes:

- Respond to institutional emergencies safely and appropriately
- Perform Basic Life Support or basic first aid in medical emergency situations, as and when required

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the basics of first aid.</li> <li>• Identify precautions to take for personal safety.</li> <li>• Perform basic life support (BLS) as and when required.</li> <li>• Identify the hospital emergency codes.</li> <li>• Apply standard procedures to be followed in case of institutional emergencies.</li> <li>• Explain the use of protective devices such as restraints and safety devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate usage of hospital emergency codes and basic first aid 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 flow chart depicting common emergency situations and its referral mechanism.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/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 17: Infection Control and Prevention

Mapped to: HSS/N9618,

### Terminal Outcomes:

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

<b>Duration: 10:00</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>• 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 the process of donning and doffing of PPE.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
E-modules depicting sanitization, infection control and waste disposal practices	

## Module 18: Bio Medical Waste Management

Mapped to: HSS/N9618,

### Terminal Outcomes:

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

<b>Duration: 05:00</b>	<b>Duration: 05:00</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 biomedical waste.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/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	



## Module 19: Employability Skills

Mapped to DGT/VSQ/N0102: Employability Skills (60 Hours)

**Mandatory Duration: 60:00**

**Location: On-Site**

S.No.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Discuss the Employability Skills required for jobs in various industries.</li> <li>List different learning and employability related GOI and private portals and their usage.</li> </ul>	1.5
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.</li> <li>Show how to practice different environmentally sustainable practices.</li> </ul>	1.5
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss importance of relevant 21st century skills.</li> <li>Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Describe the benefits of continuous learning.</li> </ul>	2.5
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for every day conversation in different contexts, in person and over the telephone.</li> <li>Read and interpret text written in basic English</li> <li>Write a short note/paragraph / letter/e-mail using basic English.</li> </ul>	10
5.	Career Development & Goal Setting	<ul style="list-style-type: none"> <li>Create a career development plan with well-defined short- and long-term goals.</li> </ul>	2
6.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Explain the importance of active listening for effective communication.</li> <li>Discuss the significance of working collaboratively with others in a team.</li> </ul>	5
7.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD.</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	2.5
8.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service.</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely.</li> <li>List the common components of salary and compute</li> </ul>	5
		<ul style="list-style-type: none"> <li>income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids.</li> </ul>	

9.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life.</li> <li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely.</li> <li>Create sample word documents, excel sheets and presentations using basic features.</li> <li>Utilize virtual collaboration tools to work effectively.</li> </ul>	10
10.	Entrepreneurship	<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises.</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>Create a sample business plan, for the selected business opportunity.</li> </ul>	7
11	Customer Service	<ul style="list-style-type: none"> <li>Describe the significance of analyzing different types and needs of customers.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	5
12	Getting Ready for Apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV).</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively.</li> <li>Discuss the significance of maintaining hygiene and confidence during an interview.</li> <li>Perform a mock interview.</li> <li>List the steps for searching and registering for apprenticeship opportunities.</li> </ul>	8

**LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS**

S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required

*Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.*

**Mandatory Duration: 270:00**

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

**Location: On Site**

**Terminal Outcomes**

- Demonstrate the correct technique of bed bath.
- Demonstrate the correct techniques of oral, nail, hair, eye and back care
- Demonstrate the steps of back care.
- Demonstrate the technique of position changing of a patient.
- Demonstrate the technique of donning and doffing of clothes
- Demonstrate the technique of dressing up a patient
- Demonstrate the usage of Comfort devices, Assistive devices, mobility devices
- Demonstrate the usage of air mattress.
- Demonstrate the use of physical restraints to prevent fall or injury.
- Apply the use of side rails in bed to prevent fall.
- Demonstrate the correct technique of measuring Height, Weight
- Demonstrate the correct technique of cleaning and managing the spill on the floor
- Prepare a sample report on patients records
- Demonstrate the correct technique of bed making.
- Demonstrate the correct technique of changing bed linen.
- Demonstrate preparation of an empty bed, occupied bed and room after discharge etc.
- Prepare room/unit for admission and procedure.
- Demonstrate the different methods of sterilizing different types of equipment, tools, and instrument.
- Demonstrate the different types of disinfection processes as required for surfaces, equipment, soiled linen, and materials.
- Demonstrate the method of disposal of consumable items according to the hospital protocols.
- Demonstrate managing Last Offices including preparing and packing body
- Demonstrate the steps of spill management.
- Demonstrate the procedures of hand hygiene.
- Demonstrate the process of donning and doffing of PPE.
- Select different types of waste and various types of colour coded bins/containers used for disposal of waste.

## Annexure

### Trainer Requirements

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

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "General Duty Assistant" mapped to the Qualification Pack: "HSS/Q5101 v3.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0" with minimum score of 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate	(MBBS, BAMS, BHMS)	1		1		
B.Sc. (Nursing)/ Post Basic B.Sc. Nursing	Nursing	1		2		
GNM (General Nursing Midwifery)	Nursing	2		2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “General Duty Assistant” mapped to the Qualification Pack: “HSS/Q5101 v3.0” with minimum score of 80%	Recommended that the Assessor is certified for the Job Role: “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0” with minimum score of 80%.

## Assessment Strategy

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

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

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



## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>PPE</b>	Personal Protective Equipment
<b>SOP</b>	Standard Operating Procedure