

Qualification Pack



Senior Sanitary Worker

QP Code: DWC/Q0107

Version: 1.0

NSQF Level: 3.5

Domestic Workers Sector Skill Council || A-2/19, 2nd Floor, Safdarjung Enclave
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DWC/Q0107: Senior Sanitary Worker

Brief Job Description

A Senior Sanitary Worker in households and small establishments typically has several responsibilities related to maintaining cleanliness and hygiene.

Personal Attributes

Senior Sanitary Worker is responsible for maintaining high standards of sanitation, and ensuring that employees and facilities are trained and equipped to prevent the spread of disease and maintain public health.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [DWC/N1619: Implement Sanitary Measures](#)
2. [DWC/N1617: Conduct Inspection and Assessment](#)
3. [DWC/N1618: Provide Training and Education](#)
4. [DWC/N9902: Maintain service standards and communicate effectively](#)
5. [DWC/N9903: Maintain a clean and secure working environment](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and other services
Occupation	Cleaning
Country	India
NSQF Level	3.5
Credits	14
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9622

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Minimum Educational Qualification & Experience	11th Class (pass) OR 10th grade pass (and pursuing continuous schooling) OR 10th grade pass with 1 Year of experience Relevant experience OR 8th grade pass with 3 Years of experience of relevant experience OR Previous relevant Qualification of NSQF Level (3 with 1.5 years of relevant experience) OR Previous relevant Qualification of NSQF Level (2.5 with 3 years of relevant experience)
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	30/11/2026
NSQC Approval Date	30/11/2023
Version	1.0
Reference code on NQR	QG-3.5-US-01354-2023-V1-DWSSC
NQR Version	1

Remarks:

NA



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DWC/N1619: Implement Sanitary Measures

Description

This OS unit is about Implementing sanitary measures is crucial for maintaining hygiene and preventing the spread of diseases in various settings, such as healthcare facilities, food processing industries, and public spaces.

Scope

The scope covers the following :

- Implement Sanitary Measures

Elements and Performance Criteria

Implement Sanitary Measures

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

- PC1.** conduct regular inspections to assess compliance with sanitation regulations and guidelines.
- PC2.** identify areas or practices that pose sanitation risks.
- PC3.** provide education on disease prevention and the importance of sanitation
- PC4.** develop and enforce sanitation protocols and standards specific to the household or establishment.
- PC5.** monitor and oversee the cleaning and disinfection of surfaces, equipment, and facilities.
- PC6.** implement infection control measures, especially in healthcare settings, to prevent the spread of infections among patients and staff.
- PC7.** monitor and enforce protocols related to isolation and quarantine.
- PC8.** monitor and report any outbreaks of communicable diseases to appropriate health authorities.
- PC9.** maintain records of sanitation activities and incidents for reporting and analysis.
- PC10.** ensure that sanitation supplies (e.g., soap, disinfectants) are readily available and properly used.
- PC11.** ensure compliance with local, state, and federal regulations governing sanitation and hygiene.
- PC12.** collaborate with regulatory agencies during inspections and audits.
- PC13.** collaborate with other departments, such as maintenance, procurement, and management, to achieve sanitation goals efficiently.
- PC14.** collaborate with pest control professionals, if needed, to address pest infestations promptly.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** local, regional, and national sanitation and hygiene regulations is crucial.

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- KU2.** microbiology is important to comprehend the sources and spread of contaminants, including bacteria, viruses, and parasites.
- KU3.** various cleaning products, disinfectants, and their appropriate use and safety precautions is essential.
- KU4.** food safety principles, including proper storage, handling, and temperature control, is critical for supervisors in food establishments.
- KU5.** basic health and safety protocols to prevent accidents and injuries among staff and residents is crucial.
- KU6.** common pests, their habits, and methods of prevention and control is important, particularly in settings where pests are a concern.
- KU7.** accurate records of inspections, sanitation schedules, and incidents is necessary for tracking and compliance purposes.
- KU8.** Effective communication skills and conveying sanitation guidelines and expectations.
- KU9.** environmental sustainability practices, such as waste reduction and responsible chemical usage, can contribute to a greener and more sustainable approach to sanitation.

Generic Skills (GS)

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

- GS1.** lead and motivate a team of cleaning staff, ensuring they adhere to sanitation protocols and work efficiently.
- GS2.** adept at identifying sanitation issues, finding root causes, and implementing effective solutions.
- GS3.** keen eye for detail is necessary to spot cleanliness and hygiene deficiencies and ensure they are promptly addressed.
- GS4.** efficiently manage cleaning schedules, tasks, and staff allocation is critical to maintain cleanliness consistently.
- GS5.** provide effective training and guidance to staff or residents on sanitation procedures and personal hygiene practices.
- GS6.** be able to adapt to changing circumstances and emerging sanitation challenges, such as responding to infectious disease outbreaks.
- GS7.** handle conflicts or disputes among staff or residents regarding sanitation issues in a diplomatic and effective manner.
- GS8.** be proficient in using cleaning equipment and tools, as well as knowledge of maintenance and repair of sanitation-related equipment.
- GS9.** provide excellent customer service and address sanitation-related concerns with professionalism.
- GS10.** analyze sanitation data and reports to make informed decisions and track improvements or areas requiring attention

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Implement Sanitary Measures</i>	35	65	-	-
PC1. conduct regular inspections to assess compliance with sanitation regulations and guidelines.	-	-	-	-
PC2. identify areas or practices that pose sanitation risks.	-	-	-	-
PC3. provide education on disease prevention and the importance of sanitation	-	-	-	-
PC4. develop and enforce sanitation protocols and standards specific to the household or establishment.	-	-	-	-
PC5. monitor and oversee the cleaning and disinfection of surfaces, equipment, and facilities.	-	-	-	-
PC6. implement infection control measures, especially in healthcare settings, to prevent the spread of infections among patients and staff.	-	-	-	-
PC7. monitor and enforce protocols related to isolation and quarantine.	-	-	-	-
PC8. monitor and report any outbreaks of communicable diseases to appropriate health authorities.	-	-	-	-
PC9. maintain records of sanitation activities and incidents for reporting and analysis.	-	-	-	-
PC10. ensure that sanitation supplies (e.g., soap, disinfectants) are readily available and properly used.	-	-	-	-
PC11. ensure compliance with local, state, and federal regulations governing sanitation and hygiene.	-	-	-	-
PC12. collaborate with regulatory agencies during inspections and audits.	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. collaborate with other departments, such as maintenance, procurement, and management, to achieve sanitation goals efficiently.	-	-	-	-
PC14. collaborate with pest control professionals, if needed, to address pest infestations promptly.	-	-	-	-
NOS Total	35	65	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N1619
NOS Name	Implement Sanitary Measures
Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Cleaning
NSQF Level	3.5
Credits	3
Version	1.0
Last Reviewed Date	30/11/2023
Next Review Date	30/11/2026
NSQF Clearance Date	30/11/2023



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DWC/N1617: Conduct Inspection and Assessment

Description

This OS unit is about conducting Inspection and Assessment

Scope

The scope covers the following :

- Preparation and Planning
- Conduct the Inspection
- Carry out reporting and follow-up

Elements and Performance Criteria

Preparation and Planning

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

- PC1.** gather relevant information about the area or facility to be inspected.
- PC2.** prepare a checklist or inspection plan outlining the areas and aspects that need evaluation.
- PC3.** ensure that necessary tools and equipment, such as thermometers, sanitizing solutions, and inspection forms, are available and in working order.
- PC4.** schedule the inspection at a time that minimizes disruption to the facility's normal operations, if applicable.

Conduct the Inspection

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

- PC5.** conduct the inspection by systematically assessing each area or aspect outlined in the checklist.
- PC6.** observe critical areas, such as food preparation areas, restrooms, storage spaces, and high-touch surfaces, where contamination is more likely to occur.
- PC7.** observe staff or residents' adherence to personal hygiene practices, such as handwashing and the use of protective gear.
- PC8.** use appropriate tools and instruments to measure factors like temperature, cleanliness levels, and food storage conditions.
- PC9.** document findings accurately, including noting any violations, deficiencies, or areas of concern.
- PC10.** take photographs if necessary to support your observations.

Carry out reporting and follow-up

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

- PC11.** compile the findings and observations into a detailed report.
- PC12.** share the inspection report with relevant stakeholders, such as facility management, staff, or residents.
- PC13.** Work collaboratively with the responsible parties to develop an action plan for addressing sanitation deficiencies.

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- PC14.** schedule follow-up inspections to ensure that corrective measures have been implemented effectively and that sanitation standards are being maintained over time.
- PC15.** maintain accurate records of all inspections, reports, and follow-up actions for reference and compliance purposes.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** local, regional, and national sanitation and hygiene regulations is crucial. This knowledge ensures compliance with relevant laws and guidelines.
- KU2.** microbiology is important to comprehend the sources and spread of contaminants, including bacteria, viruses, and parasites.
- KU3.** various cleaning products, disinfectants, and their appropriate use and safety precautions is essential.
- KU4.** food safety principles, including proper storage, handling, and temperature control, is critical for supervisors in food establishments.
- KU5.** basic health and safety protocols to prevent accidents and injuries among staff and residents is crucial.
- KU6.** common pests, their habits, and methods of prevention and control is important, particularly in settings where pests are a concern.
- KU7.** accurate records of inspections, sanitation schedules, and incidents is necessary for tracking and compliance purposes.
- KU8.** Effective communication skills and conveying sanitation guidelines and expectations.
- KU9.** environmental sustainability practices, such as waste reduction and responsible chemical usage, can contribute to a greener and more sustainable approach to sanitation.

Generic Skills (GS)

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

- GS1.** lead and motivate a team of cleaning staff, ensuring they adhere to sanitation protocols and work efficiently.
- GS2.** adept at identifying sanitation issues, finding root causes, and implementing effective solutions.
- GS3.** keen eye for detail is necessary to spot cleanliness and hygiene deficiencies and ensure they are promptly addressed.
- GS4.** efficiently manage cleaning schedules, tasks, and staff allocation is critical to maintain cleanliness consistently.
- GS5.** provide effective training and guidance to staff or residents on sanitation procedures and personal hygiene practices.
- GS6.** be able to adapt to changing circumstances and emerging sanitation challenges, such as responding to infectious disease outbreaks.
- GS7.** handle conflicts or disputes among staff or residents regarding sanitation issues in a diplomatic and effective manner.



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- GS8.** be proficient in using cleaning equipment and tools, as well as knowledge of maintenance and repair of sanitation-related equipment.
- GS9.** provide excellent customer service and address sanitation-related concerns with professionalism.
- GS10.** analyze sanitation data and reports to make informed decisions and track improvements or areas requiring attention

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparation and Planning</i>	15	25	-	-
PC1. gather relevant information about the area or facility to be inspected.	-	-	-	-
PC2. prepare a checklist or inspection plan outlining the areas and aspects that need evaluation.	-	-	-	-
PC3. ensure that necessary tools and equipment, such as thermometers, sanitizing solutions, and inspection forms, are available and in working order.	-	-	-	-
PC4. schedule the inspection at a time that minimizes disruption to the facility's normal operations, if applicable.	-	-	-	-
<i>Conduct the Inspection</i>	10	20	-	-
PC5. conduct the inspection by systematically assessing each area or aspect outlined in the checklist.	-	-	-	-
PC6. observe critical areas, such as food preparation areas, restrooms, storage spaces, and high-touch surfaces, where contamination is more likely to occur.	-	-	-	-
PC7. observe staff or residents' adherence to personal hygiene practices, such as handwashing and the use of protective gear.	-	-	-	-
PC8. use appropriate tools and instruments to measure factors like temperature, cleanliness levels, and food storage conditions.	-	-	-	-
PC9. document findings accurately, including noting any violations, deficiencies, or areas of concern.	-	-	-	-
PC10. take photographs if necessary to support your observations.	-	-	-	-
<i>Carry out reporting and follow-up</i>	10	20	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. compile the findings and observations into a detailed report.	-	-	-	-
PC12. share the inspection report with relevant stakeholders, such as facility management, staff, or residents.	-	-	-	-
PC13. Work collaboratively with the responsible parties to develop an action plan for addressing sanitation deficiencies.	-	-	-	-
PC14. schedule follow-up inspections to ensure that corrective measures have been implemented effectively and that sanitation standards are being maintained over time.	-	-	-	-
PC15. maintain accurate records of all inspections, reports, and follow-up actions for reference and compliance purposes.	-	-	-	-
NOS Total	35	65	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N1617
NOS Name	Conduct Inspection and Assessment
Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Cleaning
NSQF Level	3.5
Credits	3
Version	1.0
Last Reviewed Date	30/11/2023
Next Review Date	30/11/2026
NSQC Clearance Date	30/11/2023



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DWC/N1618: Provide Training and Education

Description

This OS unit is about providing Training and Education

Scope

The scope covers the following :

- Assess Training Needs
- Develop Training Programs
- Deliver Training and Monitor Progress

Elements and Performance Criteria

Assess Training Needs

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

- PC1.** Identify the specific sanitation and hygiene needs of the individuals or staff under your supervision.
- PC2.** Conduct an initial assessment to determine the existing knowledge and skill levels related to sanitation.
- PC3.** Identify areas where improvement is needed, such as proper handwashing, food handling, cleaning procedures, or the use of personal protective equipment (PPE).

Develop Training Programs

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

- PC4.** create customized training programs or materials that address the identified sanitation and hygiene needs.
- PC5.** Develop training modules, presentations, or written guidelines that are clear, concise, and easy to understand.
- PC6.** Incorporate practical demonstrations and hands-on exercises, if applicable, to reinforce learning.
- PC7.** Ensure that the training programs align with local sanitation regulations and guidelines.

Deliver Training and Monitor Progress

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

- PC8.** conduct training sessions for staff or residents, either individually or in groups, depending on the setting and resources available.
- PC9.** clearly communicate sanitation protocols, best practices, and the importance of hygiene.
- PC10.** provide opportunities for questions and clarification during the training sessions.
- PC11.** continuously monitor the progress and performance of individuals or staff after the training.
- PC12.** offer additional support or retraining as necessary to address any deficiencies or misunderstanding
- PC13.** keep records of training schedules and progress.
- PC14.** Provide training on equipment handling, identification and handling of harmful gasses

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** local, regional, and national sanitation and hygiene regulations is crucial. This knowledge ensures compliance with relevant laws and guidelines.
- KU2.** microbiology is important to comprehend the sources and spread of contaminants, including bacteria, viruses, and parasites.
- KU3.** various cleaning products, disinfectants, and their appropriate use and safety precautions is essential.
- KU4.** food safety principles, including proper storage, handling, and temperature control, is critical for supervisors in food establishments.
- KU5.** basic health and safety protocols to prevent accidents and injuries among staff and residents is crucial.
- KU6.** common pests, their habits, and methods of prevention and control is important, particularly in settings where pests are a concern.
- KU7.** accurate records of inspections, sanitation schedules, and incidents is necessary for tracking and compliance purposes.
- KU8.** Effective communication skills and conveying sanitation guidelines and expectations.
- KU9.** environmental sustainability practices, such as waste reduction and responsible chemical usage, can contribute to a greener and more sustainable approach to sanitation.
- KU10.** manual scavenging act 2013

Generic Skills (GS)

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

- GS1.** lead and motivate a team of cleaning staff, ensuring they adhere to sanitation protocols and work efficiently.
- GS2.** adept at identifying sanitation issues, finding root causes, and implementing effective solutions.
- GS3.** keen eye for detail is necessary to spot cleanliness and hygiene deficiencies and ensure they are promptly addressed.
- GS4.** efficiently manage cleaning schedules, tasks, and staff allocation is critical to maintain cleanliness consistently.
- GS5.** provide effective training and guidance to staff or residents on sanitation procedures and personal hygiene practices.
- GS6.** be able to adapt to changing circumstances and emerging sanitation challenges, such as responding to infectious disease outbreaks.
- GS7.** handle conflicts or disputes among staff or residents regarding sanitation issues in a diplomatic and effective manner.
- GS8.** be proficient in using cleaning equipment and tools, as well as knowledge of maintenance and repair of sanitation-related equipment.
- GS9.** provide excellent customer service and address sanitation-related concerns with professionalism.



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GS10. analyze sanitation data and reports to make informed decisions and track improvements or areas requiring attention

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assess Training Needs</i>	6	14	-	-
PC1. Identify the specific sanitation and hygiene needs of the individuals or staff under your supervision.	-	-	-	-
PC2. Conduct an initial assessment to determine the existing knowledge and skill levels related to sanitation.	-	-	-	-
PC3. Identify areas where improvement is needed, such as proper handwashing, food handling, cleaning procedures, or the use of personal protective equipment (PPE).	-	-	-	-
<i>Develop Training Programs</i>	8	26	-	-
PC4. create customized training programs or materials that address the identified sanitation and hygiene needs.	-	-	-	-
PC5. Develop training modules, presentations, or written guidelines that are clear, concise, and easy to understand.	-	-	-	-
PC6. Incorporate practical demonstrations and hands-on exercises, if applicable, to reinforce learning.	-	-	-	-
PC7. Ensure that the training programs align with local sanitation regulations and guidelines.	-	-	-	-
<i>Deliver Training and Monitor Progress</i>	16	30	-	-
PC8. conduct training sessions for staff or residents, either individually or in groups, depending on the setting and resources available.	-	-	-	-
PC9. clearly communicate sanitation protocols, best practices, and the importance of hygiene.	-	-	-	-
PC10. provide opportunities for questions and clarification during the training sessions.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. continuously monitor the progress and performance of individuals or staff after the training.	-	-	-	-
PC12. offer additional support or retraining as necessary to address any deficiencies or misunderstanding	-	-	-	-
PC13. keep records of training schedules and progress.	-	-	-	-
PC14. Provide training on equipment handling, identification and handling of harmful gasses	-	-	-	-
NOS Total	30	70	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N1618
NOS Name	Provide Training and Education
Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Cleaning
NSQF Level	3
Credits	4
Version	1.0
Last Reviewed Date	30/11/2023
Next Review Date	30/11/2026
NSQF Clearance Date	30/11/2023



Qualification Pack

DWC/N9902: Maintain service standards and communicate effectively

Description

This OS unit is about the maintaining behavioural etiquette, maintaining professional manner at work, and giving specific services as per the residents' requirements.

Scope

The scope covers the following :

- Maintain behavioural etiquette
- Maintain professional manner at work
- Give specific services as per the residents' requirements

Elements and Performance Criteria

Maintain behavioural etiquette

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

- PC1.** greet the residents promptly and appropriately in accordance with the procedure
- PC2.** interact with all residents in a polite and professional manner
- PC3.** make requirements clear by asking appropriate questions
- PC4.** respond effectively to residents' dissatisfactions and complaints
- PC5.** create and maintain an effective but impersonal relationship with residents
- PC6.** notify residents in advance of any issues or problems, as well as any developments that may affect them
- PC7.** seek feedback from the residents and incorporate them to improve their experience
- PC8.** avoid arguing with the residents
- PC9.** report any workplace issues to the residents/employers immediately
- PC10.** ensure appropriate personal behaviour and conduct taking gender into consideration
- PC11.** follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.
- PC12.** recognise, acknowledge and overcome inherent biases regarding disabilities
- PC13.** carry out tasks in a timely and disciplined manner

Maintain professional manner at work

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

- PC14.** report to work on time
- PC15.** behave appropriately when communicating with coworkers and others
- PC16.** keep proper attire and a presentable demeanour
- PC17.** maintain personal hygiene
- PC18.** respect privacy of others at the workplace

Give specific services as per the residents' requirements

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

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- PC19.** provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards
- PC20.** assist people with disabilities when necessary
- PC21.** follow gender and age-sensitive service practices at all times
- PC22.** identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, color, sexual orientation, and culture
- PC23.** maintain social distance in social situations/at work
- PC24.** inform the employer of any personal health issues related to injury or infectious diseases

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** communication fundamentals and active listening
- KU2.** professional behavioural etiquette
- KU3.** gender-sensitive workplace service practises
- KU4.** quality of service standards
- KU5.** how to maintain personal hygiene
- KU6.** procedure of positively giving and receiving feedback
- KU7.** gender specific requirements
- KU8.** the specific needs of different age groups of residents
- KU9.** age and gender specific etiquette
- KU10.** how to behave with persons with specific needs

Generic Skills (GS)

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

- GS1.** communicate (read, write, and speak) in the language used at work
- GS2.** discuss the tasks list, schedules, and workload (if any) with residents'
- GS3.** manage relationships with employers
- GS4.** adhere to basic work ethics such as punctuality, discipline, and consistency
- GS5.** make decisions concerning the relevant area of work

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain behavioural etiquette</i>	20	20	-	10
PC1. greet the residents promptly and appropriately in accordance with the procedure	-	-	-	-
PC2. interact with all residents in a polite and professional manner	-	-	-	-
PC3. make requirements clear by asking appropriate questions	-	-	-	-
PC4. respond effectively to residents' dissatisfactions and complaints	-	-	-	-
PC5. create and maintain an effective but impersonal relationship with residents	-	-	-	-
PC6. notify residents in advance of any issues or problems, as well as any developments that may affect them	-	-	-	-
PC7. seek feedback from the residents and incorporate them to improve their experience	-	-	-	-
PC8. avoid arguing with the residents	-	-	-	-
PC9. report any workplace issues to the residents/employers immediately	-	-	-	-
PC10. ensure appropriate personal behaviour and conduct taking gender into consideration	-	-	-	-
PC11. follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.	-	-	-	-
PC12. recognise, acknowledge and overcome inherent biases regarding disabilities	-	-	-	-
PC13. carry out tasks in a timely and disciplined manner	-	-	-	-
<i>Maintain professional manner at work</i>	10	10	-	5
PC14. report to work on time	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. behave appropriately when communicating with coworkers and others	-	-	-	-
PC16. keep proper attire and a presentable demeanour	-	-	-	-
PC17. maintain personal hygiene	-	-	-	-
PC18. respect privacy of others at the workplace	-	-	-	-
<i>Give specific services as per the residents' requirements</i>	10	10	-	5
PC19. provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards	-	-	-	-
PC20. assist people with disabilities when necessary	-	-	-	-
PC21. follow gender and age-sensitive service practices at all times	-	-	-	-
PC22. identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, color, sexual orientation, and culture	-	-	-	-
PC23. maintain social distance in social situations/at work	-	-	-	-
PC24. inform the employer of any personal health issues related to injury or infectious diseases	-	-	-	-
NOS Total	40	40	-	20



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9902
NOS Name	Maintain service standards and communicate effectively
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	5.0
Last Reviewed Date	30/11/2023
Next Review Date	30/11/2026
NSQF Clearance Date	30/11/2023

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DWC/N9903: Maintain a clean and secure working environment

Description

This unit is about the knowledge and skills required to monitor work environment to make sure it meets standards of cleanliness, safety and security.

Scope

The scope covers the following :

- This unit is about the knowledge and skills required to monitor work environment to make sure it meets standards of cleanliness, safety and security.

Elements and Performance Criteria

Follow measures of safety and security at workplace

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

- PC1.** perform first aid techniques including CPR in case of such a situation
- PC2.** report any identified breaches in health, safety, and security to the designated person
- PC3.** identify any hazards and deal with them in safe and competent manner within the limits of ones authority

Manage waste and ensure cleanliness

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

- PC4.** identify and wear appropriate cleaning gear for waste disposal as required
- PC5.** clean waste from the work area thoroughly and according to instructions
- PC6.** collect and segregate waste according to type
- PC7.** reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins
- PC8.** change disposable garbage bags when full and clean the waste bins regularly
- PC9.** inspect the work site and ensure they are clear of waste

Adopt practices to promote wellbeing

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

- PC10.** clean the place of dust or any particulate matters
- PC11.** arrange for adequate ventilation
- PC12.** make use of techniques to manage pollution such as noise, air etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** code of conduct
- KU2.** any specific requirements with respect to the specific workplace in terms of cleanliness, safety etc.

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- KU3.** different types of breaches in health, safety and security and how and when to report these
- KU4.** use of safety equipment, fire prevention/suppression
- KU5.** evacuation procedures
- KU6.** importance of working in clean, safe and secure environment
- KU7.** how to summon medical assistance and the emergency services, where necessary
- KU8.** how to use the health, safety and accident reporting procedures and the importance of these
- KU9.** government agencies in the areas of safety, health and security and their norms and services
- KU10.** different categories of waste and how they should be dealt with
- KU11.** importance of handling waste safely
- KU12.** appropriate methods of reducing the volume of different types of waste
- KU13.** why different waste containers are used for different types of waste
- KU14.** the reasons for keeping waste areas clean, tidy and sanitized at all times
- KU15.** how regularly should waste containers be cleaned
- KU16.** what should be done in the event of problem relating to waste disposal
- KU17.** what personal protective equipment is required for the waste involved
- KU18.** health, safety and security practices that help to prevent and control infection
- KU19.** how to deal with spillages correctly
- KU20.** kinds of pollution and how to handle it
- KU21.** how to minimize dust etc.

Generic Skills (GS)

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

- GS1.** write simple sentences
- GS2.** read and interpret instructions
- GS3.** communicate clearly and respond appropriately to queries
- GS4.** ask questions in case of ambiguity
- GS5.** choose the mode of communication that is most effective for a particular context
- GS6.** get in touch with the appropriate person, in case of an issue/ problem
- GS7.** concentrate on task at hand and pay attention to detail
- GS8.** look for solutions quickly and choose the optimal route if required

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow measures of safety and security at workplace</i>	11	19	-	-
PC1. perform first aid techniques including CPR in case of such a situation	5	10	-	-
PC2. report any identified breaches in health, safety, and security to the designated person	3	2	-	-
PC3. identify any hazards and deal with them in safe and competent manner within the limits of ones authority	3	7	-	-
<i>Manage waste and ensure cleanliness</i>	17	28	-	-
PC4. identify and wear appropriate cleaning gear for waste disposal as required	3	7	-	-
PC5. clean waste from the work area thoroughly and according to instructions	3	7	-	-
PC6. collect and segregate waste according to type	2	3	-	-
PC7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins	2	3	-	-
PC8. change disposable garbage bags when full and clean the waste bins regularly	2	3	-	-
PC9. inspect the work site and ensure they are clear of waste	5	5	-	-
<i>Adopt practices to promote wellbeing</i>	9	16	-	-
PC10. clean the place of dust or any particulate matters	4	6	-	-
PC11. arrange for adequate ventilation	2	3	-	-
PC12. make use of techniques to manage pollution such as noise, air etc.	3	7	-	-
NOS Total	37	63	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9903
NOS Name	Maintain a clean and secure working environment
Sector	Domestic Workers
Sub-Sector	Housekeeping services
Occupation	Generic, Housekeeping, Child Care (Non - Clinical)
NSQF Level	2
Credits	1
Version	5.0
Last Reviewed Date	30/11/2023
Next Review Date	30/11/2026
NSQC Clearance Date	30/11/2023



Qualification Pack

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

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

Constitutional values - Citizenship

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

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

Becoming a Professional in the 21st Century

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

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

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

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

Financial and Legal Literacy

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

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

Essential Digital Skills

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

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

Entrepreneurship

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

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

Customer Service

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings



Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

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

Qualification Pack

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

Qualification Pack

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

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	21/07/2022
Next Review Date	21/07/2025
NSQC Clearance Date	21/07/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.

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7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 50

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
DWC/N1619.Implement Sanitary Measures	35	65	-	-	100	30
DWC/N1617.Conduct Inspection and Assessment	35	65	-	-	100	20
DWC/N1618.Provide Training and Education	30	70	-	-	100	20
DWC/N9902.Maintain service standards and communicate effectively	40	40	-	20	100	10
DWC/N9903.Maintain a clean and secure working environment	37	63	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	197	333	-	20	550	100



Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

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