



Competency Standard (CS)

Primary Health Care Services

Level-2

Informal Sector

Competency Standard Code: CS-IS-PHCS-L2-EN-V1



National Skills Development Authority
Chief Advisor's Office
Government of the People's Republic of Bangladesh

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This Competency Standard for **Primary Health Care Services** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skill ecosystem and delivery mechanism through a combination of Well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. " **Primary Health Care Services**" is selected as one of the priority occupations of **Informal** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils, employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding elements.

Overview

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of parts for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of occupation specific experts, academicians, representatives from NSDA, SEIP and ISC to identify the competencies required of an occupation in **Informal Sector**.

Competency standards describe the knowledge, skills and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key parts of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

**Competency Standards for National Skill Certificate – 2 in
Primary Health Care Services, Informal Sector
Level Descriptors of Skills Sector, BNQF Level 1-6**

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

NSDA	- National Skills Development Authority
CS	- Competency Standard
SCVC	- Standard and Curriculum Validation Committee
ISC	- Industry Skills Council
CBLM	- Competency Based Learning Material
UoC	- Unit of Competency
PPE	- Personal Protective Equipment
OSH	- Occupational Safety and Health
CBC	- Competency Based Curriculum
IS	- Informal Sector
PHCS	- Primary Health Care Services
BNQF	- Bangladesh National Qualification Framework
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
UoC	- Unit of Competency
4 IR	- 4th Industrial Revolution

Approved by the Authority meeting, held on

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**Competency Standards for National Skill Certificate – 2 in
Primary Healthcare Services**

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Hours
Generic Units of Competencies				30
1.	GU-02-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	1	15
2.	GU-04-L1-V1	Work in the Team Environment	1	15
Sector Specific Units of Competencies				40
3.	SU- IS -01-L2-V1	Work in the Informal Sector	2	20
4.	SU- IS -02-L2-V1	Follow Health Hygiene Procedure	2	20
Occupation Specific Units of Competencies				290
5.	OU- IS -PHCS-01-L2-V1	Interpret the knowledge of Primary Healthcare Services.	2	50
6.	OU- IS -PHCS-02-L2-V1	Provide Education and Counselling on Food and Nutrition.	2	50
7.	OU- IS -PHCS-03-L2-V1	Operate Tools and Equipment for Primary Healthcare Services	2	60
8.	OU- IS -PHCS-04-L2-V1	Provide Primary Healthcare and Health Screening	2	70
9.	OU- IS -PHCS-05-L2-V1	Respond to First Aid and Emergency in Primary Healthcare.	2	60
Total Nominal Hours				360

Units & Elements at a Glance:

Generic Unit of Competency - 30 Hrs.

Code	Unit of competency	Elements of competency	Duration (hours)
GU-01-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	<ol style="list-style-type: none"> 1. Identify OSH policies and procedures. 2. Follow OSH procedure 3. Report hazards and risks. 4. Respond to emergencies 5. Maintain personal well-being. 	15
GU-04-L1-V1	Work in the Team Environment	<ol style="list-style-type: none"> 1. Define team role and scope 2. Identify individual role and responsibility 3. Participate in team discussions 4. Work as a team member 	15
Total Hours			30

Sector Specific Units of Competencies 40 Hours)

Code	Unit of competency	Elements of competency	Duration (hours)
SU-IS-01-L2-V1	Work in the Informal Sector	<ol style="list-style-type: none"> 1. Describe the organizational structure within the sector 2. Identify processes and procedures 3. Identify workplace requirements 4. Organize own workload 	20
SU-IS-01-L2-V1	Follow Health Hygiene Procedure	<ol style="list-style-type: none"> 1. Interpret healthy living 2. Provide Education and counselling on hygiene and sanitation 3. Perform personal hygiene and well-grooming standards 4. Identify and prevent hygiene risks 	20
Total hours			40

Occupation Specific Unit of Competencies – 290 Hours

Code	Unit of Competency	Elements of Competency	Duration (hours)
OU- IS -PHCS-01-L2-V1	Interpret the knowledge of Primary Healthcare Services	<ol style="list-style-type: none"> 1. Identify the Key Components of PHC 2. Interpret primary healthcare 3. Interpret the healthcare system 	50

OU- IS -PHCS-02-L2-V1	Provide Education and Counselling on Food and Nutrition	<ol style="list-style-type: none"> 1. Interpret importance of food and nutrition 2. Interpret healthy food and drink 3. Perform counselling on malnutrition 4. Promote healthy eating 5. Educate on low birth weight 6. Counsel on essential diet and nutrition 7. Educate on food hygiene 	50
OU- IS -PHCS-03-L2-V1	Operate Tools and Equipment for health care service	<ol style="list-style-type: none"> 1. Demonstrate knowledge of healthcare service using tools and equipment 2. Utilize tools and equipment 3. Use assistive devices 4. Monitor and maintain devices, tools and equipment 	60
OU- IS -PHCS-04-L2-V1	Provide Primary Healthcare and Health Screening	<ol style="list-style-type: none"> 1. Interpret healthcare services 2. Select and collect medical equipment and materials 3. Use selective medical equipment 4. Perform measurement of body temperature 5. Count pulse and respiratory rate 6. Measure Blood Pressure (BP) 7. Measure blood glucose 8. Measure height and weight 9. Maintain workplace, tools and equipment 	70
OU- IS -PHCS-05-L2-V1	Respond to First Aid and Emergency in Primary Healthcare	<ol style="list-style-type: none"> 1. Interpret basic first aid 2. Assess the situation 3. Respond to emergencies and accidents 4. Apply basic first aid techniques 5. Communicate details of the incident with the health care management. 6. Recognize and respond to signs of potential 	60

		illness, threats and danger	
			290

Generic Unit of Competenceis

Unit Code and Title	GU-02-L1-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSA) required in applying occupational safety and health (OSH) procedures in the workplace. It specifically includes identifying OSH policies and procedures, following OSH procedure, reporting to emergencies, and maintaining personal well-being.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria Bold & Underlined terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures.	1.1. <u>OSH policies</u> and <u>safe operating procedures</u> are accessed and stated. 1.2. <u>Safety signs and symbols</u> are identified and followed. 1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements.
2. Follow OSH procedure	2.1 <u>Personal protective equipment (PPE)</u> is selected and collected as required. 2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices. 2.3 A clear and tidy workplace is maintained as per workplace standard. 2.4 PPE is maintained to keep them operational and compliant with OHS regulations.
3. Report hazards and risks.	3.1 <u>Hazards</u> and risks are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to designated authority.
4. Respond to emergencies	4.1 Alarms and warning devices are responded. 4.2 Workplace <u>emergency procedures</u> are followed. 4.3 <u>Contingency measures</u> during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures. 4.4 First aid procedures is applied during emergency situations.
5. Maintain personal well-being	5.1 OHS policies and procedures are adhered to. 5.2 OHS awareness programs are participated in as per workplace guidelines and procedures. 5.3 Corrective actions are implemented to correct unsafe condition in the workplace. 5.4 <u>“Fit to work” records</u> are updated and maintained according to workplace requirements.
Range of Variables	
Variables	Range (may include but not limited to):
1. OSH Policies	1.1. Bangladesh standards for OHS 1.2. Fire Safety Rules and Regulations 1.3. Code of Practice

	1.4. Industry Guidelines
2. Safe Operating Procedures	2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc. 2.2 Emergency procedures 2.3 First Aid procedures 2.4 Tagging procedures 2.5 Use of PPE 2.6 Safety procedures for hazardous substances
3. Safety Signs and symbols	3.1 Direction signs (exit, emergency exit, etc.) 3.2 First aid signs 3.3 Danger Tags 3.4 Hazard signs 3.5 Safety tags 3.6 Warning signs
4. Personal Protective Equipment (PPE)	4.1 Gas Mask 4.2 Gloves 4.3 Safety boots 4.4 Face mask 4.5 Overalls 4.6 Goggles and safety glasses 4.7 Sun block 4.8 Chemical/Gas detectors
5. Hazards	5.1 Chemical hazards 5.2 Biological hazards 5.3 Physical Hazards 5.4 Mechanical and Electrical Hazard 5.5 Mental hazard 5.6 Ergonomic hazard
6. Emergency Procedures	6.1 Fire fighting 6.2 Earthquake 6.3 Medical and first aid 6.4 evacuation`
7. Contingency measures	7.1 Evacuation 7.2 Isolation 7.3 Decontamination
8. "Fit to Work" records	8.1 Medical Certificate every year 8.2 Accident reports, if any 8.3 Eye vision certificate
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency</p>	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Stated OSH policies and safe operating procedures 1.2 Followed safety signs and symbols 1.3 Used personal protective equipment (PPE) 1.4 Maintained workplace clear and tidy 1.5 Assessed and Controlled hazards 1.6 Followed emergency procedures 1.7 Followed contingency measures 1.8 Implemented corrective actions
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Define OSH 2.2 OHS Workplace Policies and Procedures 2.3 Work Safety Procedures 2.4 Emergency Procedures 2.5 Hazard control procedure 2.6 Different types of Hazards 2.7 PPE and there uses 2.8 Personal Hygiene Practices 2.9 OHS Awareness
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Accessing OSH policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace 5.2 Equipment and outfits appropriate in applying safety measures 5.3 Tools, materials and documentation required 5.4 OSH Policies and Procedures
6. Methods of assessment	<p>Assessment methods may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre

	7.2 Assessment should be done by a NSDA certified/nominated assessor
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Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award qualification of BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	GU-04-L1-V1: Work in the Team Environment
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSA) required in working in a team environment. It includes defining team role and scope, identifying individual role and responsibility. Participating in team discussions and working as a team member.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Define team role and scope	1.1. Role and objectives of the team are defined 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of <u>team members</u> are identified 2.2 Reporting relationships among team members are defined and clarified 2.3 Reporting relationships external to the team are defined and clarified
3. Participate in team discussions	3.1 Ideas related to team plans are contributed 3.2 Recommendations for improving team work are put forward
4. Work as a team member	4.1. Effective forms of communication are used to interact with team members 4.2. Communication channels are followed 4.3. OHS practices are followed
Range of Variables	
Variables	Range (may include but not limited to):
1. Sources of information	1.1 Standard Operating Procedures 1.2 Job Description 1.3 Operations Manual 1.4 Organizational Structure
2. Team Members	2.1 Coach/mentor 2.2 Supervisor/Manager 2.3 Peers/Colleagues 2.4 Employee representative
3. Workplace context	3.1 National Laws and Statutes 3.2 Standard Operating Procedures 3.3 Workplace Rules and Regulations
Evidence Guide	

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 demonstrated knowledge in working in a team environment. 1.2 satisfied the requirements mentioned in the Performance Criteria and Range of Variables</p>
2. Underpinning knowledge	<p>2.1 Team Structure, Role and Responsibility 2.2 Individual Members' Roles and Responsibilities 2.3 Communication Flow and Reporting Structures 2.4 Team Planning 2.5 Interpersonal Communication Skills 2.6 Team Meeting Procedures 2.7 OHS Practices</p>
3. Underpinning skills	<p>3.1 Identifying the role and responsibility of the team 3.2 Identifying roles and responsibilities of individual members 3.3 Participating in team discussions 3.4 Working as a team member</p>
4. Underpinning Attitudes	<p>4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in Workplace</p>
5. Resource implications	<p>5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication</p>
6. Methods of assessment	<p>Assessment methods may include but not limited to:</p> <p>6.1. Demonstration 6.2. Oral questioning 6.3. Written test 6.4. Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module. 7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award</p>	

of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Sector Specific Unit of Competencies

Unit Code and Title	SU-IS-01-L2-V1: Work in the Informal Sector
Unit Descriptor	This unit covers the skills, knowledge and attitude required in working in the informal sector. It includes the tasks of describing the organizational structure within the informal sector, identifying processes and procedures, identifying tools, equipment and materials, identifying workplace practices, and organizing own workload, and practice OSH.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.
1. Describe the organizational structure within the sector	1.1 Scope, nature and <u>major fields</u> of the informal sector are determined 1.2 The profile of the informal sector in relation to Bangladesh <u>employment conditions</u> is determined 1.3 Trends and technologies relevant to the sector are explained. 1.4 Relevant policies and guidelines are identified and interpreted. 1.5 <u>Instructions</u> as to procedures in achieving quality are obtained, understood and clarified.
2. Identify processes and procedures	2.1 Informal processes are identified, described and explained. 2.2 Work activities are correctly identified. 2.3 Adjustments are interpreted.
3. Identify workplace requirements	4.1 <u>Workplace requirements</u> are identified and clarified. 4.2 Roles and responsibilities of all personnel are described. 4.3 Workplace's practices are identified. 4.4 <u>Problem-solving strategies</u> are used to address bottlenecks, inconsistencies and other concerns.
4. Organize own workload	5.1 Own work activities are planned and progress of work is communicated to relevant staff. 5.2 Work activities are completed. 5.3 Difficulties and bottlenecks are identified, and solutions are put forwarded. 5.4 Own work is monitored against workplace standards and areas for improvement identified and acted upon.
Range of Variables	
Variables	Range (may include but not limited to):
1. Major Fields	1.1 Food and flea markets 1.2 Street vendors
	1.3 laundromat

2. Employment conditions	<ul style="list-style-type: none"> 2.1 Code of Practice 2.2 Salary/Wage System 2.3 Labor Practices 2.4 Anti-Discrimination Policy 2.5 Gender Issues 2.6 Collective Bargaining and Other Practices 2.7 Awards 2.8 Procedures for Handling Disputes 2.9 Innovations in the Sector
3. Instructions	<ul style="list-style-type: none"> 3.1 Specifications and requirements 3.2 Standard operating procedures 3.3 Manuals of Instruction 3.4 Operations Manual 3.5 Environmental Guidelines 3.6 Gender and Develop Guidelines
4. Workplace requirements	<ul style="list-style-type: none"> 4.1 Goals and objectives 4.2 Strategic and Operational Plans 4.3 Systems and Processes 4.4 Monitoring and Evaluation 4.5 Reports and Documentation
5. Problem-solving strategies	<ul style="list-style-type: none"> 5.1 Asking questions 5.2 Feedback and Feed forward system 5.3 Reference to Standard Operating Procedures 5.4 Accessing Information 5.5 Reviews 5.6 Brainstorming
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 demonstrated knowledge in working in the informal sector 1.2 satisfying all the requirements mentioned in the performance criteria and range of variables
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Scope and major divisions of the informal sector 2.2 Relevant policies and guidelines in the informal sector 2.3 Manuals used in the informal sector 2.4 Relevant terminologies and acronyms 2.5 Difference between formal and informal sector 2.6 Workplace practices 2.7 Recording and reporting practices
	<ul style="list-style-type: none"> 3.1 Describing the organization structure 3.2 Identifying informal processes and procedures

3. Underpinning skills	3.3 Identifying tools, equipment and materials 3.4 Identifying workplace practices 3.5 Organizing own workload 3.6 Practicing OHS
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication
6. Methods of assessment	Assessment methods may include but not limited to: 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Port folio
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module 7.2 Assessment should be done by NSDA certified/ nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SU-IS-02-L2-V1: Follow Health Hygiene Procedure
Unit Descriptor	<p>This unit covers the skills, knowledge and attitude required in working in the informal sector.</p> <p>It includes the tasks of interpreting healthy living, providing education and counselling on hygiene and sanitation, performing personal hygiene and well grooming standards and identifying and preventing hygiene risks</p>
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.
1. Interpret healthy living	<p>1.1 Physical, mental and social health conditions are interpreted</p> <p>1.2 <u>Keys for healthy living</u> are interpreted.</p>
2. Provide Education and counselling on hygiene and sanitation	<p>2.1 Hygiene is defined.</p> <p>2.2 Importance of hygiene is recognized.</p> <p>2.3 <u>Components of personal hygiene</u> are interpreted.</p> <p>2.4 <u>Community hygiene</u> is interpreted</p> <p>2.5 Sanitation is described.</p> <p>2.6 Importance of safe water and sanitation are interpreted.</p> <p>2.7 Counselling is provided for using safe water and sanitation.</p>
3. Perform personal hygiene and well grooming standards	<p>3.1 Personal hygiene and well grooming are practiced in line with workplace health and safety requirements.</p> <p>3.2 Health conditions and / or illness are reported as required by the workplace.</p> <p>3.3 <u>Personal Protective Equipment (PPE)</u> are used and applied according to the situation.</p> <p>3.4 Movement around the workplace are conducted in accordance with the procedure.</p>
4. Identify and prevent hygiene risks	<p>4.1 Potential <u>hygiene risks</u> are identified as per workplace hygiene procedures.</p> <p>4.2 Actions are taken to <u>minimize or remove risks</u> within the scope of individual responsibility as per workplace requirements.</p> <p>4.3 Hygiene risks are reported to the appropriate person, which are beyond the control of individual staff members.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Keys for healthy living	1.1 Healthy environment

	<ul style="list-style-type: none"> 1.2 Healthy food habits 1.3 Sleeping regularly 1.4 Abstinence from tobacco and alcohol/substance abuse 1.5 Taking regular physical exercise 1.6 Recreational activities 1.7 Reduce stress
2. Components of personal hygiene	<ul style="list-style-type: none"> 2.1 Hand washing 2.2 Skin hygiene 2.3 Regular bathing 2.4 Hair and Nail cutting 2.5 Clean wearable 2.6 Not to spit anywhere 2.6 Usage of sandal/foot hygiene 2.7 Menstrual hygiene 2.8 Waste disposal
3. Community hygiene	<ul style="list-style-type: none"> 2.7 Safe water supply 2.8 Sanitation facilities 2.9 Hygiene promotion 2.10 Waste management 2.11 Vector control 2.12 Environment hygiene 2.13 Health education 2.14 Monitoring
4. Personal protective equipment (PPE)	<ul style="list-style-type: none"> 3.1 Protective gown/apron 3.2 Gloves 3.3 Face mask 3.4 Eye protection 3.5 Hair net 3.6 Raincoat / umbrella 3.7 Sun cap 3.8 Walking shoes
5. Hygien risks	<ul style="list-style-type: none"> 4.1 Bacterial and other contamination arising from poor handling of food 4.2 Poor personal hygiene practices 4.3 Poor work practices 4.4 Cleaning 4.5 Housekeeping 4.6 Food handling 4.7 Vermin 4.8 Airborne dust 4.9 Water contamination 4.10 Cross-contamination through inappropriate cleaning practices 4.11 Inappropriate handling of potentially infectious linen

	<p>4.12 Contaminated wastes such as blood and body secretions</p> <p>4.13 Disposal of garbage and contaminated or potentially contaminated wastes</p>
6. Minimize or remove risks	<p>5.1 Regular Handwashing</p> <p>5.2 Personal Protective Equipment (PPE)</p> <p>5.3 Clean work attire</p> <p>5.4 Sanitize work areas</p> <p>5.5 Proper waste disposal</p> <p>5.6 Avoid cross-contamination</p> <p>5.7 Stay informed</p> <p>5.8 Continuous training</p> <p>5.9 Self-monitoring</p> <p>5.10 Regular health check-up</p> <p>5.11 Report hazards</p> <p>5.12 Awareness buildup</p> <p>5.13 Clear Communication</p>
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 interpreted healthy living;</p> <p>1.2 recognized the importance of hygiene;</p> <p>1.3 interpreted components of hygiene; and</p> <p>1.4 interpreted safe water and sanitation.</p> <p>1.5 practiced personal hygiene and grooming standard</p> <p>1.6 identified and prevented hygiene risks.</p>
2. Underpinning knowledge	<p>2.1 Healthy life and wellbeing.</p> <p>2.2 Hygiene.</p> <p>2.3 Personal hygiene</p> <p>2.4 Community hygiene</p> <p>2.5 Components of personal hygiene</p> <p>2.6 Hygien risks</p> <p>2.7 Minimize or remove risks</p> <p>2.8 Sanitation.</p> <p>2.9 Cleaning, waste segregation and disposal practices.</p>
3. Underpinning skills	<p>3.1 Interpreting healthy life.</p> <p>3.2 Recognizing importance of sanitation.</p> <p>3.3 Interpreting components of hygiene.</p> <p>3.4 Interpreting safe water and sanitation.</p> <p>3.5 Using Personal Protective Equipment (PPE).</p> <p>3.6 Practicing personal hygiene and well grooming in line with the workplace health and safety requirements.</p> <p>3.7 Controlling the measures for minimizing food and water contamination.</p>

	3.8 Collecting waste: recycling, handling and disposal.
4. Underpinning attitudes	<p>4.1 Commitment to occupational safety and health.</p> <p>4.2 Promptness in carrying out activities.</p> <p>4.3 Sincere and honest to duties.</p> <p>4.4 Eagerness to learn.</p> <p>4.5 Tidiness and timeliness.</p> <p>4.6 Environmental concerns.</p> <p>4.7 Respect for rights of peers and seniors at workplace.</p> <p>4.8 Communicate with peers and seniors at workplace.</p>
5. Resource implications	<p>The following resources must be available:</p> <p>5.1 Workplace (actual or simulated);</p> <p>5.2 Required tools & equipment;</p> <p>5.3 Facilities and relevant accessories for care giving;</p> <p>5.4 Required teaching aids; and</p> <p>5.5 Learning materials.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 written test;</p> <p>6.2 demonstration;</p> <p>6.3 oral questioning; and</p> <p>6.4 portfolio.</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Occupation Specific Unit of Competencies

Unit Code and Title	OU-IS-PHCS-01-L2-V1: Interpret the knowledge of Primary Healthcare Services
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to Interpret the knowledge of primary healthcare services. It includes identifying the key components of primary health care, interpreting primary healthcare and interpreting the healthcare system
Nominal Hours	50 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Identify the key components of primary health care	1.1 <u>Preventive Services</u> Activities are identified at disease prevention 1.2 <u>Curative Services</u> for common illnesses are marked at the primary care level. 1.3 <u>Health Promotion</u> initiatives are taken to empower individuals and communities to take control of their health, 1.4 Referral systems mechanisms are identified for referring patients to specified healthcare facilities as needed.
2. Interpret primary healthcare	2.1 Background of primary healthcare is interpreted. 2.2 <u>Principles of primary healthcare</u> is described. 2.3 Objectives of primary healthcare are recognized. 2.4 <u>Components of primary healthcare</u> are interpreted. 2.5 Health right as a part of human right is described.
3. Interpret the healthcare system	3.1 <u>Levels of healthcare services</u> are identified. 3.2 Primary level of healthcare system is interpreted. 3.3 <u>Types of available services</u> in different levels are interpreted.
Range of Variables	
Variables	Range (may include but not limited to):
1. Preventive Services	1.1 Holistic approach of health 1.2 Immunization Programs 1.3 Health Screenings 1.4 Health Education and Counseling 1.5 Maternal and Child Health Services 1.6 Early Childhood Development Counselling 1.7 Infectious Disease Prevention 1.8 Chronic Disease Management 1.9 Environmental Health 1.10 Mental Health Services 1.11 Nutrition Programs 1.12 Occupational Health
2. Curative Services	2.1 Following physician's advices 2.2 Rehabilitation services 2.3 Wound care

	<ul style="list-style-type: none"> 2.4 Nutritional support 2.5 Interactive Health Education 2.6 Inclusive Health Services 2.7 Counselling
3. Health Promotion	<ul style="list-style-type: none"> 3.1 Health Education 3.2 Disease Prevention 3.3 Healthy Lifestyle Promotion 3.4 Reproductive health 3.5 Community Engagement and Empowerment 3.6 Environmental Health Promotion 3.7 Mental Health Promotion 3.8 Nutritional Counselling 3.9 Injury and Violence Prevention 3.10 Workplace Health Promotion 3.11 Social Determinants of Health 3.12 Collaborative Partnerships
4. Principles of primary healthcare	<ul style="list-style-type: none"> 4.1 Equitable distribution of healthcare 4.2 Community participation 4.3 Intersectoral coordination 4.4 Prevention and promotion 4.5 Comprehensive health care
5. Components of primary healthcare	<ul style="list-style-type: none"> 5.1 Health education 5.2 Food and nutrition 5.3 Water and sanitation 5.4 Maternal & child health and family planning 5.5 Immunization 5.6 Disease control 5.7 Curative care 5.8 Essential drugs
6. Levels of healthcare	<ul style="list-style-type: none"> 6.1 Primary level 6.2 Secondary level 6.3 Tertiary level 6.4 Specialized level
7. Types of available services	<ul style="list-style-type: none"> 6.5 Preventive care 6.6 Management of minor injury 6.7 Management of minor illness
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency</p>	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified the Key Components of PHC 1.2 described principles of primary healthcare; 1.3 interpreted components of primary healthcare; and 1.4 identified levels of healthcare. 1.5 Assessed the Outcomes and Effectiveness of PHC
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Health and healthcare. 2.2 Principles of primary healthcare. 2.3 Components of primary healthcare. 2.4 Levels of healthcare services. 2.5 Primary level healthcare system. 2.6 Types of available services 2.7 Health rights 2.8 Preventive Services 2.9 Health Promotion 2.10 Referral linkage
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Assisting in healthcare services. 3.2 Interpreting primary healthcare. 3.3 Interpreting primary level healthcare system. 3.4 Gaining experiences on primary healthcare services through field visit. 3.5 Maintaining referral linkage
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to offer Primary Health Cares operation 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<p>The following resources must be available:</p> <ul style="list-style-type: none"> 5.1 workplace (actual or simulated); 5.2 required tools & equipment; 5.3 facilities and relevant accessories for care giving; 5.4 required teaching aids; and learning materials.
6. Methods of assessment	<p>Assessment methods may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
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Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	OU-IS-PHCS-02-L2-V1: Provide Education and Counselling on Food and Nutrition
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to provide education and counseling on food and nutrition.</p> <p>It includes interpreting importance of food and nutrition, interpreting healthy food and drink, performing counselling on malnutrition, promoting healthy eating, educating on low birth weight, counselling on essential diet and nutrition and educating on food hygiene.</p>
Nominal Hours	50 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Interpret importance of food and nutrition	<p>1.1 Food and nutrients are defined.</p> <p>1.2 <u>Types of nutrients</u> are recognized.</p> <p>1.3 Nutrition is explained.</p> <p>1.4 Balance diet is described.</p> <p>1.5 The importance of balance diet is recognized.</p>
2. Interpret healthy food and drink	<p>2.1 Food and drink amount based on clients requirement are interpreted.</p> <p>2.2 Different Food are identified according to the age and sex.</p> <p>2.3 Feeding pattern of clients is observed and identified.</p> <p>2.4 Clients are supported to eat healthy food.</p> <p>2.5 Duration of feeding is maintained according to the age and sex</p> <p>2.6 Food variation are stated according to the age and sex.</p>
3. Perform counselling on malnutrition	<p>3.1 Malnutrition is stated.</p> <p>3.2 <u>Types of malnutrition</u> is identified.</p> <p>3.3 <u>Causes of malnutrition</u> is recognized.</p> <p>3.4 <u>Assessment of nutritional status</u> is interpreted.</p>
4. Promote healthy eating	<p>4.1 Clients are encouraged for enjoyable mealtimes and healthy lifestyles and good nutrition.</p> <p>4.2 Healthy eating and nutrition practices are reinforced and implemented</p> <p>4.3 Clients are checked and offered healthy food and drinks regularly throughout the day.</p> <p>4.4 Suitable Furniture and utensils are used for clients</p> <p>4.5 Self-practice of eating is encouraged.</p>

5. Educate on low birth weight	<p>5.1 Low birth weight is defined.</p> <p>5.2 Consequences of low birth weight is recognized.</p> <p>5.3 Concept for prevention of low birth weight is interpreted.</p>
6. Counsel on essential diet and nutrition	<p>6.1 Concept of essential diet and nutrition for pregnant and lactating mother is interpreted.</p> <p>6.2 Concept of essential diet and nutrition for children is interpreted.</p> <p>6.3 Concept of essential diet and nutrition for adolescent is interpreted.</p> <p>6.4 Concept of essential diet and nutrition for persons with special need is interpreted.</p>
7. Educate on food hygiene	<p>7.1 Food hygiene is described.</p> <p>7.2 Concept of safe food is interpreted.</p> <p>7.3 Types of food adulteration is interpreted.</p> <p>7.4 <u>Food safety system</u> is interpreted as per requirement</p> <p>7.5 Food waste management system is interpreted</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Types of nutrients	<p>1.1 Source and function of macronutrients</p> <p>1.2 Source and function of micronutrients</p>
2. Types of malnutrition	<p>3.1 Undernutrition</p> <p>3.2 Over nutrition</p>
3. Causes of malnutrition	<p>4.1 Low birth weight</p> <p>4.2 Poor diet</p> <p>4.3 Obesity</p> <p>4.4 Chronic illness</p> <p>4.5 Mental illness</p> <p>4.6 Physical inactivity</p>
4. Assessment of nutritional status	<p>5.1 Body mass index (BMI)</p> <p>5.2 Mid upper arm circumference (MUAC)</p>
5. Food safety system	<p>6.1 Keep clean</p> <p>6.2 Separate raw and cooked food</p> <p>6.3 Cook thoroughly</p> <p>6.4 Keep food at safe temperature</p> <p>6.5 Use safe water and raw materials</p>
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	

<p>1. Critical aspects oedf competency</p>	<p>Assessment required evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1 Interpreted importance of food and nutrition 1.2 Interpreted healthyfood and drink 1.3 Promoted healthyeating 1.4 recognized the balanced diet; 1.5 recognized the micronutrients; 1.6 interpreted the deficiency of nutrition and diseases; 1.7 interpreted the prevention of low birth weight; 1.8 recognized essential balance diet and nutrition for mother, Clients and adolescence; and 1.9 recognized safe food.
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> 2.1 Nutrition. 2.2 Malnutrition. 2.3 Types of malnutrition 2.4 Causes of malnutrition 2.5 Assessment of nutritional status 2.6 Causes of low birth weight 2.7 Deficiency of nutrition and diseases. 2.8 Consequences and prevention of low birth weight child. 2.9 Essential diet & nutrition. 2.10 Safe food. 2.11 Food adulteration
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1 Recognizing the types of micronutrients. 3.2 Recognizing the types of malnutrition. 3.3 Interpreting the deficiency of nutrition and diseases. 3.4 Assessing nutritional status. 3.5 Preventing low birth weight child. 3.6 Interpreting essential balanced diet and food for the mother, Clients and adolescent. 3.7 Maintaining food safety system.
<p>4. Required attitude</p>	<ol style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to offer Primary Health Cares 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
<p>5. Resource implications</p>	<p>The following resources must be available:</p> <ol style="list-style-type: none"> 5.1 workplace (actual or simulated); 5.2 required tools & equipment; 5.3 facilities and relevant accessories for care giving;

	<p>5.4 required teaching aids; and</p> <p>5.5 learning materials.</p>
6. Methods of assessment	<p>Assessment methods may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-PHCS-03-L2-V1: Operate Tools and Equipment for Primary Healthcare Services
Unit Descriptor	<p>This unit covers the skills, knowledge and attitudes required to operate tools and equipment in delivery of healthcare services.</p> <p>It includes demonstrating knowledge of healthcare service using tools and equipment, using assistive devices and monitoring and maintain devices, tools and equipment.</p>
Nominal Hours	60 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Demonstrate knowledge of healthcare service using tools and equipment	<p>1.1 Concept of utilizing tools and equipment to observe <u>health status</u> of the client is interpreted.</p> <p>1.2 Importance of maintaining client's privacy and rights to consent information are interpreted.</p> <p>1.3 Importance of ensuring client's safety and ownself are interpreted.</p>
2. Utilize tools and equipment	<p>2.1 <u>Personal protective equipment</u> are worn in accordance with infection control and OSH standards.</p> <p>2.2 Functionality of tools are checked and tested in accordance with manufacturer's manual of operations.</p> <p>2.3 Client is made aware of the procedure to be taken.</p> <p>2.4 Client's concerns regarding the procedure are addressed.</p> <p>2.5 <u>Measuring tools</u> are operated to perform vital signs measurement in accordance with manufacturer's manual of operations.</p> <p>2.6 <u>Normal values of vital signs</u> are enumerated.</p>
3. Use assistive devices	<p>3.1 Proper and safe use of <u>assistive devices</u> are accurately and clearly demonstrated as per instruction manual</p> <p>3.2 Surrounding area are freed from potential hazards prior use of assistive devices.</p> <p>3.3 Functionality of the assistive device is checked and tested prior use in accordance with manufacturer's manual of operations.</p> <p>3.4 Assistive device is operated to assist the client safely in <u>transfer and movements</u> according to manufacturer's manual of operations.</p> <p>3.5 <u>monitoring devices and accessories</u> are operated according to manufacturer's manual of operations.</p>

4. Monitor and maintain devices, tools and equipment	<p>4.1 Regular check-up of physical and electronic condition of devices, tools and equipment are performed .</p> <p>4.2 Routine maintenance procedures are conducted as recommended in manufacturer’s manual of operations.</p> <p>4.3 Maintenance or repair needs are identified and reported following the established policies and procedures.</p> <p>4.4 Measuring tools and devices are cleaned and stored according to manufacturer’s manual of operations.</p> <p>4.5 Medical wastes are disposed in accordance with rules or guidelines.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Health status	<p>1.1 Blood pressure</p> <p>1.2 Respiratory rate</p> <p>1.3 Temperature</p> <p>1.4 Pulse</p> <p>1.5 Oxygen saturation</p> <p>1.6 Blood sugar</p> <p>1.7 Body weight and height</p> <p>1.8 Mid Upper Arm Circumference</p>
2. Personal Protective Equipment (PPE)	<p>2.1 Disposable rubber gloves</p> <p>2.2 Disposable face mask</p> <p>2.3 Shoe cover</p> <p>2.4 Apron</p> <p>2.5 Head cover or Hair net</p>
3. Measuring tools for vital signs	<p>3.1 Pulse oximeter</p> <p>3.2 Watch/timer</p> <p>3.3 Sphygmomanometer / blood pressure machine</p> <p>3.4 Stethoscope</p> <p>3.5 Thermometer</p> <p>3.6 MUAC tape</p> <p>3.5</p>
4. Normal values of vital signs	<p>4.1 Heart rate (pulse): 60-100 bpm</p> <p>4.2 Respiratory rate: 12-18 breaths per minute</p> <p>4.3 Blood pressure: Systolic 100-140mmHg and Diastolic 60-90 mmHg</p> <p>4.4 Temperature: 97.8°F - 99.1°F ((36.5°C-37.3°C);</p> <p>4.5 Oxygen saturation 95-100%</p>
5. Recorded	<p>6.1 Documented</p> <p>6.2 Uploaded in cloud</p>

	6.3 Reported
6. Assistive devices	7.1 wheelchair 7.2 Crutches 7.3 Hearing aids 7.4 Visual aids 7.5 Communication aids 7.6 Transfer stretcher
7. Transfer and movements	8.1 Going up/down of the stairs or steps 8.2 Getting onto/off the bed 8.3 Turning over on bed 8.4 Sitting up/down the chair/toilet bowl 8.5 Getting onto/off the shower area
8. Monitoring devices and accessories	9.1 Camera (tablet or web cam) 9.2 Portable monitor / Plug-in monitor 9.3 Smart phone 9.4 Printer and scanner 9.5 Modem
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Operated tools, equipment and devices, accurately 1.2 Demonstrated personal safety and of the client during operation of tools, equipment and devices. 1.3 Explained and demonstrated proper and safe use of assistive devices to client. 1.4 Demonstrate knowledge of healthcare service using tools and equipment 1.5 Utilized tools and equipment 1.6 Used assistive devices 1.7 Monitored and maintained devices, tools and equipment 1.8 Cleaned and stored tools, equipment and devices.
2. Underpinning knowledge	2.1 Concept of technology in primary healthcare services 2.2 Current development state of care using tools and equipment 2.3 Concept of using tools and equipment to monitor health status of client 2.4 Types of measuring tools for vital signs measurement 2.5 Normal values of vital signs of different age groups 2.6 Types of self-testing devices for chronic conditions

	<ul style="list-style-type: none"> 2.7 Categories, functions, usages, and timing of measuring tools and devices 2.8 Methods and steps in operating measuring tools and devices. 2.9 Concepts of different modes of communication. 2.10 Categories, functions, usages, and timing of technological assistance devices in life assistance. 2.11 Target, operating method, and cautions during usage for moving and mobile assistive devices. 2.12 Techniques in reporting and documentating using measuring tools and devices.
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Identifying hazards 3.2 Controlling hazard 3.3 Handling tools and equipment safely 3.4 Maintaining tools and equipemnt 3.5 Communication skills 3.6 Presentation skills 3.7 Computation skills 3.8 Active listening skills 3.9 Critical thinking skills 3.10 Applying principles of infection control 3.11 Using Personal Protective Equipment as per requirement 3.12 Checking and testing measuring tools and self-testing devices to obtain accurate measurement 3.13 Operating measuring tools and self-testing devices for chronic conditions 3.14 Cleaning and storing measuring tools and devices 3.15 Interpreting readings of tools and equipment 3.16 Keeping record
<p>4. Required attitude</p>	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to offer Primary Health Care 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
<p>5. Resource implications</p>	<ul style="list-style-type: none"> 5.1 Workplace/Farm 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity. 5.4 Outfits appropriate in applying safety measures.

6. Methods of assessment	<p>Assessment methods may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-PHCS-04-L2-V1: Provide Primary Healthcare and Health Screening
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to provide primary healthcare and screening services through technology.</p> <p>It includes interpreting healthcare services, selecting and collecting medical equipment and materials, use selective medical equipment, performing measurement of body temperature, counting pulse and respiratory rate, measuring blood pressure (BP), measuring blood glucose, measuring height and weight, and maintaining tools and equipment.</p>
Nominal Hours	70 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Interpret healthcare services	<p>1.1 Healthcare is described</p> <p>1.2 Healthcare services are recognized</p> <p>1.3 Role of the healthcare provider is interpreted</p>
2. Select and collect medical equipment and materials	<p>2.1 Selective <u>Medical equipment and materials</u> are identified and collected as per requirement.</p> <p>2.2 Function of medical equipment is interpreted</p> <p>2.3 Equipment and materials are checked for proper functioning.</p> <p>2.4 Equipment is prepared for measurement of vital sign.</p> <p>2.5 <u>Personal Protective Equipment (PPE)</u> is selected and used.</p>
3. Use selective medical equipment	<p>3.1 Function of <u>smart phone</u> for health services is interpreted.</p> <p>3.2 Knowledge of <u>trouble shootings and maintenances</u> are interpreted.</p>
4. Perform measurement of body temperature	<p>4.1 <u>Health measurement parameters</u> are interpreted.</p> <p>4.2 Thermometer is placed as per instruction.</p> <p>4.3 Body temperature is taken & measured as per standard.</p> <p>4.4 Temperature is recorded in the temperature chart.</p> <p>4.5 Thermometer is put out and cleaned as per standard.</p> <p>4.6 Thermometer is stored as per manufacturer's standard.</p>
5. Count pulse and respiratory rate	<p>5.1 Position of the person is selected as per requirement.</p> <p>5.2 index, middle and ring finger are used to count pulse.</p> <p>5.3 Pulse is felt gently and counted for one minute.</p>

	5.4 Pulse and respiration is recorded in record chart and reported.
6. Measure Blood Pressure (BP)	6.1 Client is positioned and prepared as per requirement. 6.2 Instruments are checked and assembled properly as per requirement. 6.3 BP cuff is placed as per standard. 6.4 BP is measured and recorded in chart as per work place practices. 6.5 BP machine is put out and cleaned as per standard. 6.6 BP machine is stored as per manufacturer's standard.
7. Measure blood glucose	7.1 Client is positioned and prepared as per requirement. 7.2 Pricking site is cleaned and hold correctly. 7.3 Blood glucose is measured and documented in chart as per workplace practices. 7.4 Used materials are disposed properly and glucometer is stored for next use.
8. Measure height and weight	8.1 Client is positioned and prepared as per requirement. 8.2 Body height and weight are measured and recorded in chart as per work place practices. 8.3 Body Mass Index and Mid Upper Arm Circumference (BMI & MUAC) is calculated, measured and documented properly.
9. Maintain workplace, tools and equipment	9.1 Regular check-up of physical condition of tools and equipment are performed. 9.2 Routine maintenance procedures are conducted as recommended in manufacturer's manual of operations. 9.3 Maintenance or repair needs are identified and reported following the procedures. 9.4 measuring tools and devices are cleaned and stored according to workplace procedure. 9.5 Medical wastes are disposed in accordance with rules and guidelines
Range of Variables	
Variables	Range (may include but not limited to):

1. Medical equipment	<ul style="list-style-type: none"> 1.1 Smart Mobile Phone 1.2 Blood pressure machine (Analogue & Digital) 1.3 Clinical thermometer (Analogue & Digital) 1.4 Weight scale 1.5 Height measuring scale 1.6 Glucometer (Analogue & Digital) 1.7 Lancet 1.8 Lancet pen
2. Materials	<ul style="list-style-type: none"> 2.1 Pen (Black) 2.2 Pencil (red) 2.3 Record chart 2.4 Note book/ plain paper
3. Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> 3.1 Hand washing equipment and materials 3.2 Masks 3.3 Gloves
4. Smart phone in health care service	<ul style="list-style-type: none"> 4.1 4.2 Recording of health information 4.3 Communication/sharing of health information 4.4 Collecting feedback
5. Trouble shootings and maintenances	<ul style="list-style-type: none"> 5.1 Checking the device through On or Off 5.2 Restart the devices 5.3 Setting up input & output 5.4 Resetting 5.5 Charging battery regularly 5.6 Changes of battery 5.7 Monitoring screen 5.8 Equipment replacement 5.9 Outsourcing 5.10 Savings and efficiency
6. Health measurement parameters	<ul style="list-style-type: none"> 6.1 Pulse 6.2 Body temperature 6.3 Respiratory rate 6.4 Blood pressure 6.5 Height, weight and BMI 6.6 MUAC 6.7 Blood Glucose level 6.8 Oxygen saturation
7. Chart	<ul style="list-style-type: none"> 7.1 Vital sign chart 7.2 Intake and output chart 7.3 Medication chart

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	Assessment required evidences that the candidate: 1.1 encouraged client to cooperate to measure vital signs; 1.2 checked instruments and assembled properly; 1.3 recorded temperature in temperature chart; 1.4 calculated and documented body mass index; 1.5 counted pulse and respiration; 1.6 measured and documented blood sugar; 1.7 interpreted healthcare services; 1.8 performed smart medical equipment; 1.9 interpreted smart mobile application; and 1.10 measured health parameters.
2. Underpinning knowledge	2.1 Normal/ physiological range of Blood pressure, 2.2 BMI 2.3 Proper measuring technique of body height and weight. 2.4 Proper measuring technique of vital sign. 2.5 Required instruments to measure vital signs. 2.6 Right /appropriate ways of documentation of vital signs 2.7 Medical equipment. 2.8 Mobile application in healthcare services. 2.9 Health parameters. 2.10 Trouble shootings and maintenance.
3. Underpinning skills	3.1 Interpreting vital signs. 3.2 Identifying record and documentation method. 3.3 Applying tools and instrument in recording method. 3.4 Identifying emergency situation and take necessary action. 3.5 Interpreting healthcare services. 3.6 Operating medical equipment. 3.7 Applying mobile for healthcare service. 3.8 Measuring health parameters. 3.9 Interpreting trouble shootings and maintenance.

4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5. Resource implication	The following resources must be available: 5.1 workplace (actual or simulated) 5.2 required tools & equipment 5.3 facilities and relevant accessories for care giving 5.4 required teaching aids 5.5 learning materials.
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 written test 6.2 demonstration 6.3 oral questioning 6.4 portfolio.
1. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-PHCS-05-L2-V1: Respond to First Aid and Emergency in Primary Healthcare
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to respond to first aids and emergencies.</p> <p>It includes interpreting basic first aid, assessing the situation, responding to emergencies and accidents, applying basic first aid techniques, communicating details of the incident, recognizing and responding to sign of potential illness, threats and danger</p>
Nominal Hours	60 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret basic first aid	<p>1.1 First aid is defined.</p> <p>1.2 Introductory ideas of first aid are described.</p> <p>1.3 Importance of first aid is explained.</p> <p>1.4 <u>First aid kit</u> is identified.</p>
2. Assess the situation	<p>2.1 <u>Types of emergencies and accidents</u> are identified.</p> <p>2.2 Client's vital signs and physical conditions are assessed in accordance with emergency condition</p> <p>2.3 Details of emergency are recorded and reported accurately.</p>
3. Respond to emergencies and accidents	<p>3.1 Emergency management is identified according to needs and <u>first aid principles</u>.</p> <p>3.2 <u>Emergency first aid management</u> is provided in accordance with established first aid procedure.</p> <p>3.3 Emergencies and accidents are responded according to the established guidelines and legislative requirements.</p>
4. Apply basic first aid techniques	<p>4.1 Safety of self and others is ensured.</p> <p>4.2 Client is reassured and made comfortable using available resources.</p> <p>4.3 First Aid assistance is sought from others as appropriate.</p> <p>4.4 Client's condition is monitored and responded in accordance with effective first aid principles and workplace procedures.</p> <p>4.5 Client's physical condition, changes, management and response are recorded.</p> <p>4.6 <u>Mental health first aid</u> is applied as per requirement</p>

5. Communicate details of the incident	<p>5.1 Appropriate medical support is requested using relevant <u>communication media</u> and equipment.</p> <p>5.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel.</p>
6. Recognize and respond to signs of potential illness, threats and danger	<p>6.1 The level of immediate danger is assessed and the clients and relatives are informed as soon as possible.</p> <p>6.2 Signs of potential illness and <u>risks</u> are identified and reported.</p> <p>6.3 Medical assistance is sought as necessary</p> <p>6.4 Remove client from threat/danger or remove danger/threat from client.</p> <p>6.5 Client is comforted and settled.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. First aid kit	<p>1.1 Gloves</p> <p>1.2 Thermometer</p> <p>1.3 Cold pack</p> <p>1.4 Band-Aids</p> <p>1.5 Tourniquet</p> <p>1.6 Thermal patches</p> <p>1.7 Gauze (pads & roll),</p> <p>1.8 Measuring tape,</p> <p>1.9 Elastic wrap</p> <p>1.10 Hand sanitizer or soap</p> <p>1.11 Tweezers, scissors, safety pins and needle</p> <p>1.10 Phone numbers for emergency contact, doctors, pharmacy, poison control, and insurance information.</p> <p>1.11 Antiseptic cream</p> <p>1.12 Sterile eyewash, such as a saline solution</p> <p>1.13 Aspirin</p> <p>1.14 Alcohol pad</p> <p>1.15 Cotton balls and swabs</p> <p>1.16 Plastic bag for disposable</p> <p>1.17 Breathing barrier</p> <p>1.18 If needed: Glucometer, BP monitor, and/or AED</p> <p>1.19 First aid guide for reference</p>

<p>2. Types of emergencies and accidents</p>	<p>2.1 Environmental emergencies</p> <ul style="list-style-type: none"> ▪ Heat and cold related illness ▪ Heatstroke/Sun burn ▪ Exposure to radiation and chemicals ▪ Smoke inhalation ▪ Thunder strike <p>2.2 Medical emergencies</p> <ul style="list-style-type: none"> ▪ Stroke ▪ Heart attack ▪ Breathing difficulties ▪ Excessive Bleeding ▪ Hypothermia ▪ Hypoglycemia ▪ Seizures ▪ High rise fever (More than 103⁰F) <p>2.3 Accidental emergencies</p> <ul style="list-style-type: none"> ▪ RTA ▪ Fracture ▪ Head injuries ▪ Cut and scrapes (minor and severe) ▪ Falls from height ▪ Poisoning ▪ Chocking ▪ Drowning ▪ Insect and animal bite ▪ Burn ▪ Electrocutation
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3. Emergency first aid management conditions	<ul style="list-style-type: none"> 3.1 Spine injuries 3.2 Allergic reactions 3.3 Bleeding 3.4 Burns 3.5 Heart attack 3.6 Chemical contamination 3.7 Crash injuries 3.8 Drowning 3.9 Eye injuries 3.10 Fractures 3.11 Head injuries 3.12 Epilepsy 3.13 Minor skin injuries 3.14 Neck and spinal injuries 3.15 Poisoning and toxic substances 3.16 Shock 3.17 Insect and animal bite
4. First aid principles	<ul style="list-style-type: none"> 4.1 Preserve life 4.2 Prevent further injuries 4.3 Promote recovery 4.4 Provide comfort 4.5 Protect oneself 4.6 Assess situation 4.7 Seek professional help/refer to appropriate place
5. Communication media	<ul style="list-style-type: none"> 5.1 Mobile phone 5.2 Flags 5.3 Flares 5.4 Two-way radio 5.5 Email 5.6 Electronic equipment
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	

1. Critical aspect of competency	<p>Assessment required evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1 identified the emergency to ensure clients health and safety and minimized immediate risks; 1.2 measured vital signs of clients; 1.3 assessed and monitored the physical and mental condition of the clients; 1.4 identified and responded to the incidence of emergencies and accidents using basic life support measures; 1.5 prepared reports to concerned personnel in a timely manner; and 1.6 identified the issue which recommend to refer the clients to a specialist.
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1 Basic first aids. 2.2 First aid principles. 2.3 Possible physical hazards. 2.4 Standard Operating Procedures (SOPs) 2.5 Dealing with confidentiality. 2.6 Various types of emergencies and possible accidents. 2.7 Common risk factors
3. Underpinning skills	<ol style="list-style-type: none"> 3.1 Cardio-Pulmonary Resuscitation (CPR) skills. 3.2 Decision making skill under pressure. 3.3 Carrying out respond quickly and effectively. 3.4 Identifying emergency situation and take necessary action. 3.5 Interpreting importance to ensure safety and security of clients.
4. Required attitudes	<ol style="list-style-type: none"> 4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5. Resource implication	<p>The following resources must be available:</p> <ol style="list-style-type: none"> 5.1 workplace (actual or simulated); 5.2 access to relevant work station; 5.3 relevant institutional policy, guidelines, procedures and protocols; and equipment and materials relevant to the proposed activities.

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 written test;</p> <p>6.2 demonstration;</p> <p>6.3 oral questioning; and</p> <p>6.4 portfolio.</p>
1. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

References

- a. Competency Standard on Digital Primary Health Care Services of BTEB

Development of Competency Standard

The Competency Standards for National Skills Certificate Level-2 in Primary Health Care Services is developed by NSDA on 17 September, 2024.

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Validation of Competency Standard

The Competency Standards for National Skills Certificate Level-2 in Primary Health Care Services is validated by NSDA on 19 September, 2024.

List of members in the validation workshop:

Sl. No.	Name and Address	Position in the committee	Signature
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