



COMPETENCY STANDARD

Caregiving For Persons with Special Needs

Level: 03

(Informal Sector)

Competency Standard Code: CS-IS-CPSN-L3-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of
Bangladesh**

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

This document has been developed by NSDA in association with Informal Sector, industry representatives, academia, related specialists, trainers, and related employees.

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 operationalise a responsive skills ecosystem, and delivery mechanism through a well-defined set of mechanisms, and necessary technical supports.

NSDA has targeted key priority economic growth sectors identified by the government to improve current job skills, and the existing workforce to ensure required skills to industry standards. Training providers are encouraged, and supported to work with the industry to address identified skills, and knowledge to enable industry growth, and increased employment through the provision of the market-responsive, inclusive skills training programme. **"Caregiving For Persons with Special Needs"** Level-3 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 (ISC's), 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 National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework, and 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 components 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 representative from NSDA, key Institutions, ISC, and industry experts to identify the competencies required of an occupation in informal sector.

Competency standards describe the skills, knowledge, and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical, and vocational competency in many ways by emphasizing 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 components 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.

Level Descriptors of BNQF, Skills Sector, Level 1-6

Level & Job Classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager	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

General	
NSDA	National Skills Development Authority
ISC	Industry Skills Council
NSQF	National Skills Qualifications Framework
BNQF	Bangladesh National Qualification Framework
PPP	Public Private Partnership
SCVC	Standards, and Curriculum Validation Committee
STP	Skills Training Provider
UoC	Unit of Competency
KSA	Knowledge, Skills, and Attitudes
Occupation Specific	
PPE	Personal protective equipment
OSH	Occupational Safety, and Health
BMI	Body Mass Index
IT	Information Technology
COVID	Coronavirus disease
ASD	Autism spectrum disorder
BP	Blood Pressure
CPR	Cardiopulmonary resuscitation
ADL	Activities Of Daily Living

Approval of Competency Standard:

Approved by

7th Executive Committee (EC) Meeting of NSDA

Held on 6th September 2021

Saint
6.9.21

Md. Sanjul Ferdous
Deputy Director (Admin)
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**Competency Standards for National Skill Certificate, Level-3 in
Caregiving For Persons with Special Needs in the Informal Sector**

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Hours
Generic Competencies				60
1.	GU009L3V1	Practice Negotiation Skills	3	20
2.	GU010L3V1	Demonstrate Work Value	3	20
3.	GU011L4V1	Lead Small Team	4	20
Sector Specific Competencies				40
4.	SUIS004L3V1	Interpret Mental Retardation & Autism Spectrum Disorders Associated Problems	3	40
Occupation Specific Competencies				200
5.	OUISCPSN01L3V1	Perform Social and Recreational Supports to The Client	2	60
6.	OUISCPSN02L3V1	Provide Care and Support to People with Special Needs	2	70
7.	OUISCPSN03L3V1	Provide Support During (Antenatal) Pregnancy, Postnatal (After Delivery) and Neonatal Period	2	70
Total Nominal Learning Hours				300

Units & Elements at a Glance:

Generic Competencies (60Hours)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU009L3V1	Practice Negotiation Skills	<ol style="list-style-type: none">1. Plan negotiations2. Participate in negotiations	20
GU010L3V1	Demonstrate Work Value	<ol style="list-style-type: none">1. Define the purpose of work2. Apply work values / ethics3. Deal with ethical problems4. Maintain integrity of conduct in the workplace	20
GU011L4V1	Lead Small Team	<ol style="list-style-type: none">1. Provide team leadership2. Assign responsibilities3. Set performance expectations for team members4. Supervise team performance	20
Total Hour			60

Sector Specific Competencies (40 Hours)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SUIS004L3V1	Interpret mental retardation & autism spectrum disorders associated problems	<ol style="list-style-type: none"> 1. Interpret autism spectrum disorder (ASD) 2. Recognize ASD in Child 3. Recognize ASD in Adult 4. Follow treatment suggestions for ASD in adults. 	40
Total Hours			40

Occupation Specific Competencies (200 Hours)

Code	Unit of Competency	Elements of Competency	Hours
OUI SCPSN01L3V1	Perform social and recreational supports to the client	<ol style="list-style-type: none"> 1. Counsel and motivate clients for social activities 2. Assist client with reading and writing 3. Assist clients to visit different places 4. Provide recreational supports to the clients 	60
OUI SCPSN02L3V1	Provide care and support to people with special needs	<ol style="list-style-type: none"> 1. Maintain relationship to people with special needs 2. Provide support to people with special needs 3. Assist in maintaining well-being of people with special needs 4. Assist people with special needs 5. Provide end of life special support 	70
OUI SCPSN03L3V1	Provide support during (antenatal) pregnancy, postnatal (after delivery) and neonatal period	<ol style="list-style-type: none"> 1. Provide pregnancy care 2. Assist during delivery 3. Support in breast feeding 4. Support in maternity care 5. Neonatal Care 6. Manage the cases of violence during pregnancy. 	70
Total Hours			200

Generic Competencies

Unit Code and Title	GU09L3V1: Practice Negotiation Skills
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to practice negotiation skills. It specifically includes – planning negotiations and participating in negotiations.
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables Training Components
1. Plan negotiations	1.1 Information on <u>preparing for negotiation</u> is identified and included in the plan. 1.2 Information on creating <u>non-verbal environments</u> for positive negotiating is identified and included in the plan. 1.3 Information on <u>active listening</u> is identified and included in the plan. 1.4 Information on different <u>questioning techniques</u> is identified and included in the plan. 1.5 Information is checked to ensure it is correct and up-to-date.
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties. 2.2 Desired outcome of all parties is considered. 2.3 Appropriate language is used throughout the negotiation. 2.4 A variety of questioning techniques are used. 2.5 The issues and processes are documented and agreed upon by all parties. 2.6 Possible solutions are discussed and their viability assessed. 2.7 Areas for agreement are confirmed and recorded. 2.8 Follow-up action is agreed upon by all parties.
Range of Variables	
Variable	Range (May include but not limited to)
1. Preparing for negotiation	1.1 Background information on other parties to the negotiation 1.2 Good understanding of topic to be negotiated 1.3 Clear understanding of desired outcome/s 1.4 Personal attributes 1.4.1 Self esteem 1.4.2 Self esteem 1.4.3 Objectivity 1.4.4 Empathy 1.4.5 Respect for others 1.5 Interpersonal skills 1.5.1 Listening / reflecting 1.5.2 Non-verbal communication 1.5.3 Assertiveness

	<ul style="list-style-type: none"> 1.5.4 Behavior labeling 1.5.5 Testing understanding 1.5.6 Seeking information 1.5.7 Self-disclosure 1.6 Analytic skills <ul style="list-style-type: none"> 1.6.1 Observing differences between content and process 1.6.2 Identifying bargaining information 1.6.3 Applying strategies to manage process 1.6.4 Applying steps in negotiating process 1.6.5 Strategies to manage conflict 1.6.6 Steps in negotiating process 1.7 Options within organization and externally for resolving conflict
2. Non-verbal environments	<ul style="list-style-type: none"> 2.1 Friendly reception 2.2 Warm and welcoming room 2.3 Refreshments offered 2.4 Lead in conversation before negotiation begins
3. Active listening	<ul style="list-style-type: none"> 3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	<ul style="list-style-type: none"> 4.1 Direct 4.2 Indirect 4.3 Human Open-ended
<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 evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome. 1.2 participated in negotiation with at least one person to achieve an agreed outcome.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Codes of practice and guidelines for the organization. 2.2 Organization policy and procedures for negotiations. 2.3 Decision making and conflict resolution strategies procedures. 2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation. 2.5 Flexibility. 2.6 Empathy.
3. Underpinning skill	<ul style="list-style-type: none"> 3.1 Interpersonal skills to develop rapport with other parties. 3.2 Communication skills (verbal and listening). 3.3 Observation skills. 3.4 Negotiation skills.
4. Required attitude	<ul style="list-style-type: none"> 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
5. Resource implication	The following resources MUST be provided: 5.1 Workplace (actual or simulated). 5.2 Human resources (negotiators).
6. Methods of assessment	6.1 Demonstration 6.2 Oral questioning 6.3 Written test
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module. 7.2 Assessment should be done by a certified 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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit code and Title	GU010L3V1: Demonstrate Work Values
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to demonstrate work values. It specifically includes – define the purpose of work; apply work values / ethics; deal with ethical problems; and maintain integrity of conduct in the workplace.
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables Training Components
1. Define the purpose of work	1.1 One’s unique sense of purpose for working and the why’s of work are identified, reflected on and clearly defined for one’s development as a person and as a member of society. 1.2 Personal mission is in harmony with industry values are defined.
2. Apply work values / ethics	2.1 <u>Work values / ethics / concepts</u> are classified and reaffirmed in accordance with the transparent industry ethical standards, policies and guidelines. 2.2 <u>Work practices</u> are undertaken in compliance with industry work ethical standards, industry policy and guidelines. 2.3 Personal behavior and relationships with co-workers are maintained as per standards, policy and guidelines. 2.4 <u>Company resources</u> are used in accordance with transparent company ethical standard, policies and guidelines.
3. Deal with ethical problems	3.1 industry ethical standard, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines. 3.2 Work <u>incidents / situations</u> are reported and/or resolved in accordance with company protocol / guidelines. 3.3 Resolution and / or referral of ethical problems identified are used as learning opportunities.
4. Maintain integrity of conduct in the workplace	4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company’s core values. 4.2 <u>Instructions</u> to co-workers are provided based on ethical, lawful and reasonable directives. 4.3 Company values / practices are shares with co-workers using appropriate behavior and language.
Range of Variables	
Variable	Range (may include but not limited to):

1. Work values / ethics / concepts	1.1 Commitment / Dedication 1.2 Sense of urgency 1.3 Sense of purpose 1.4 Love for work 1.5 High motivation 1.6 Orderliness 1.7 Reliability 1.8 Competence 1.9 Dependability 1.10 Goal-oriented 1.11 Sense of responsibility 1.12 Being knowledgeable 1.13 Loyalty to work/company 1.14 Sensitivity to others 1.15 Compassion/Caring attitude 1.16 Balancing between family and work 1.17 Benjamin spirit/teamwork 1.18 Sense of nationalism 1.19 Gender awareness
2. Work practices	2.1 Quality of work 2.2 Punctuality 2.3 Efficiency 2.4 Effectiveness 2.5 Productivity 2.6 Resourcefulness 2.7 Innovativeness / Creativity 2.8 Cost consciousness 2.9 5S 2.10 Attention to details
3. Company resources	3.1 Consumable materials 3.2 Equipment / Machineries 3.3 Human 3.4 Time 3.5 Financial resources
4. Incidents / situations	4.1 Violent / intense dispute or argument 4.2 Gambling 4.3 Use of prohibited substances 4.4 Pilferages 4.5 Damage to person or property 4.6 Vandalism 4.7 Falsification 4.8 Bribery 4.9 Sexual Harassment 4.10 Blackmail
5. Instructions	5.1 Verbal 5.2 Written
Evidence Guide 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>	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 defined one's unique sense of purpose for working 1.2 clarified and affirmed work values / ethics / concepts consistently in the workplace 1.3 demonstrated work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines 1.4 demonstrated personal behavior and relationships with co-workers and / or clients consistent with ethical standards policy and guidelines 1.5 used company resources in accordance with company ethical standard, policies and guidelines 1.6 followed company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct / behavior 1.7 demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome 1.8 participated in negotiation with at least one person to achieve an agreed outcome.
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> 2.1 Occupational safety and health. 2.2 Work values and ethics. 2.3 Company performance and ethical standards. 2.4 Company policies and guidelines. 2.5 Fundamental rights at work including gender sensitivity. 2.6 Work responsibilities / job functions. 2.7 Corporate social responsibilities. 2.8 Company code of conduct / values. 2.9 Balancing work and family responsibilities. 2.10 Codes of practice and guidelines for the organization. 2.11 Organization policy and procedures for negotiations. 2.12 Decision making and conflict resolution strategies procedures. 2.13 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation.
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> 3.1 Developing interpersonal skills to strengthen rapport with other parties. 3.2 Communicating with others (verbal and listening). 3.3 Self-awareness, understanding and acceptance. 3.4 Applying good manners and right conduct. 3.5 Observation skills. 3.6 Negotiation skills.
<p>4. Underpinning Attitude</p>	<ol style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness

	<p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Tools, equipment and physical facilities appropriate to perform activities</p> <p>5.2 Materials, consumables to perform activities</p>
6. Methods of Assessment	<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 NSDA Accredited Assessment center</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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	GU011L4V1: Lead Small Team
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to lead small team. It specifically includes – provide team leadership; assign responsibilities; set performance expectations for team members; and supervised team performance.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Provide team leadership	1.1 <u>Work requirements</u> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <u>Team members’ queries and concerns</u> are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and attitudes required to properly undertake the assigned task 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members’ duties and area of responsibility 3.3 Performance expectations are discussed and directed to implement in the workplace
4. Supervise team performance	4.1 <u>Monitoring of performance</u> are taken place against defined performance criteria and / or assignment instructions and corrective action taken if required 4.2 Team members are provided <u>feedback</u> , positive support and advice on strategies to overcome any deficiencies 4.3 <u>Performance issues</u> which cannot be rectified or addressed within the team are referenced to appropriate personnel 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on clients’ / customers’ needs and satisfaction

	<p>4.5 Team operations are monitored to ensure that employer / client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed</p>
Range of Variables	
Variable	Range (may include but are not limited to):
1. Work requirements	<p>1.1 Client Profile</p> <p>1.2 Assignment instructions</p>
2. Team member's queries and concerns	<p>2.1 Roster</p> <p>2.2 Shift details</p>
3. Monitoring of performance	<p>3.1 Formal process</p> <p>3.2 Informal process</p>
4. Feedback	<p>4.1 Formal process</p> <p>4.2 Informal process</p> <p>4.3 Sandwich process</p>
5. Performance issues	<p>5.1 Work output</p> <p>5.2 Work quality</p> <p>5.3 Team participation</p> <p>5.4 Compliance with workplace protocols</p> <p>5.5 Safety</p> <p>5.6 Customer service</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.	
1. Critical aspects of competency	<p>1.1 Maintained or improved individuals and / or team performance given a variety of possible scenario</p> <p>1.2 Assessed and monitored team and individual performance against set criteria</p> <p>1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</p> <p>1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and attitude and the needs of the tasks to be performed</p> <p>1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</p>

2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Company policies and procedures 2.2 Relevant legal requirements 2.3 How performance expectations are set 2.4 Methods of Monitoring Performance 2.5 Client expectations 2.6 Team members' duties and responsibilities
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Informal performance counselling skills 3.2 Team building skills 3.3 Negotiating skills
4. Required attitudes	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Tools, equipment and facilities appropriate to processes or activity 5.3 Materials relevant to the proposed activity 5.4 Equipment and outfits appropriate in applying safety measures 5.5 Relevant drawings, manuals, codes, standards and reference material
6. Methods of assessment	<p>Methods of assessment 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 centre or in an actual or simulated workplace after completion of the training module 7.2 Assessment should be done by NSDA certified 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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Sector Specific Competencies

Unit Code and Title	SUIS004L3V1: Interpret mental retardation and autism spectrum disorders (ASD) associated problems
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret mental retardation and autism spectrum disorders (ASD) associated problems. It specifically includes interpreting autism spectrum disorder (ASD), recognizing ASD in Child and adults, and following treatment suggestions for ASD in adults.
Nominal Hours	40 Hours
Elements of competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret autism spectrum disorder (ASD)	1.1 ASD is defined. 1.2 <u>Sign and symptom of ASD</u> are recognized. 1.3 <u>Causes of autism spectrum disorder</u> are identified. 1.4 Risk Factors of ASD are interpreted.
2. Recognize ASD in Child	2.1 Development issues of a child are interpreted. 2.2 <u>Abnormal behaviors in a child</u> are recognized. 2.3 Presence of ASD sign in a child is reported to relevant authority. 2.4 <u>Preventive measures against ASD in a Child</u> is taken as prescribed by experts. 2.5 <u>Treatment chart from expert</u> is followed as per standard procedure.
3. Recognize ASD in Adult	3.1 ASD in adult is interpreted. 3.2 Signs and symptoms of ASD in adult are recognized. 3.3 Case of ASD in an adult is reported to relevant authority.
4. Follow treatment suggestions for ASD in adults.	4.1 Behavioral analysis (ABS) is applied following standard procedure. 4.2 Prescribed Suggestions from expert is followed for assisting treatment. 4.3 Client is assisted to follow <u>suggested therapies</u> . 4.4 Client is assisted to promote <u>awareness of ASD</u>
Range of Variables	
Variable	Range (may include but not limited to):
1. Sign & symptom of autism spectrum disorder	1.1 Unable to concentrate 1.2 Lack of eye contact 1.3 Difficulty with communication 1.4 Repetitive behaviors

	<ul style="list-style-type: none"> 1.5 Fail to gain attention 1.6 Miss matched expression, movement, gesture etc.
2. Causes of Autism Spectrum Disorder	<ul style="list-style-type: none"> 2.1 Family history 2.2 Genetic mutation 2.3 Low birth weight 2.4 Environmental effect 2.5 History of viral infection
3. Abnormal behaviours in a child	<ul style="list-style-type: none"> 3.1 Repetitive behaviors 3.2 Difficulty with sleeping 3.3 Eating non-food items 3.4 Abnormal social behavior
4. Preventive measures against ASD in a Child	<ul style="list-style-type: none"> 4.1 Educational intervention 4.2 Medical management 4.3 Family support 4.4 Appropriate diet chart
5. Treatment chart from expert	<ul style="list-style-type: none"> 5.1 Be consistent 5.2 Stick to a schedule 5.3 Reward good behavior 5.4 Create a home safety zone 5.5 Nonverbal ways to communicate 5.6 Make time for fun 5.7 Pay attention to sensory sensitivities
6. Suggested therapies	<ul style="list-style-type: none"> 6.1 Occupational therapy 6.2 Speech therapy 6.3 Physical therapy 6.4 Pharmacological therapy
7. Awareness of ASD	<ul style="list-style-type: none"> 7.1 Embracing, respecting and supporting children with ASD 7.2 Importance of ASD awareness 7.3 ASD Day and Month 7.4 Building awareness among all.
<p>Evidence Guide</p> <p>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	<ul style="list-style-type: none"> 1.1 Recognized ASD in Child 1.2 Recognized ASD in Adult 1.3 Followed treatment suggestions for adults with ASD.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Sign & symptom of autism spectrum disorder 2.2 Causes of autism spectrum disorder

	<p>2.3 Risk factors of autism spectrum disorder</p> <p>2.4 Types of autism spectrum disorder</p> <p>2.5 Development Screening</p> <p>2.6 Repetitive behaviours</p> <p>2.7 Socialization of a ASD affected child</p> <p>2.8 Applied behavioural analysis (ABS)</p>
3. Underpinning skills	<p>3.1 Managing of ASD Client</p> <p>3.2 Helping ASD clients by providing safety</p> <p>3.3 Socializing of an ASD affected child</p> <p>3.4 Reporting cases with ASD.</p>
4. Required 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 Communicate with peers and seniors in workplace.</p> <p>4.8 Respect for rights of peers and seniors in workplace.</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Relevant standards and reference manual</p> <p>5.3 Sample case study documents.</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>6.2 Oral questioning</p> <p>6.4 Portfolio/Case study</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre.</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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Occupation Specific Competencies

Unit Code and Title	OUISCPN01L3V1: Perform social and recreational supports to the client
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform social and recreational supports to the client. It includes motivating clients for social activities, assisting client with reading and writing, assisting client to visit different places and providing recreational supports to the clients.
Nominal Hours	60 Hours
Elements of Competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Counsel and Motivate clients for social activities	1.1 Counseling is described 1.2 <u>Types of counseling</u> are interpreted 1.3 <u>Methods of counseling</u> are identified 1.4 <u>Types and methods of motivation</u> are interpreted 1.5 Needs for client and family member motivations are identified 1.6 Client and family member are counseled and motivated 1.7 Motivation for <u>social activities</u> is employed
2. Assist client with reading and writing	2.1 Needs of assistance for reading and writing are identified 2.2 <u>Materials and tools</u> for reading and writing are selected 2.3 Appropriate methods of reading and writing are applied 2.4 Assistance with reading and writing is provided
3. Assist clients to visit different places	3.1 Needs and importance of visiting <u>different places</u> are identified 3.2 Client is motivated and encouraged to visit different places 3.3 <u>Mode of transportation</u> is identified and arranged 3.4 Assistance is provided to visit places from and to home
4. Provide recreational supports to the clients	4.1 Needs of recreational support is identified 4.2 <u>Types of recreational support</u> is identified and selected 4.3 Assistant for recreational support to client is provided as required
Range of Variables	
Variable	Range (may include but not limited to):
1. Types of counseling	1.1 Family counseling 1.1 Person-centered counseling
2. Methods of counselling	2.1 Family therapy 2.2 Humanistic therapy 2.3 Mindfulness 2.4 Person-centered therapy 2.5 Primal therapy

3. Types and methods of motivation	<ul style="list-style-type: none"> 3.1 Intrinsic motivation 3.2 Extrinsic motivation 3.3 Reward-t based motivation or incentive motivation 3.4 Fear based motivation 3.5 Achievement based motivation 3.6 Power based motivation 3.7 Affiliation motivation 3.8 Competence motivation 3.9 Attitude motivation
4. Social activities	<ul style="list-style-type: none"> 4.1 Sports and physical activities 4.2 Cultural activities 4.3 Community activities 4.4 Religious activities
5. Materials and tools	<ul style="list-style-type: none"> 5.1 Pen 5.2 Paper 5.3 Books 5.4 Magazines 5.5 Newspaper 5.6 Documents
6. Different places	<ul style="list-style-type: none"> 6.1 Workplace 6.2 Playground 6.3 Shop 6.4 Hospital 6.5 Doctors chamber 6.6 Bank 6.7 Relatives house 6.8 Program premises 6.9 Movie theater 6.10 Park/garden
7. Mode of transportation	<ul style="list-style-type: none"> 7.1 Rickshaws 7.2 Buses 7.3 Autorickshaws 7.4 Ride sharing 7.5 Car 7.6 Ambulance
8. Types of recreational support	<ul style="list-style-type: none"> 8.1 Help in playing 8.2 Help in listening to music 8.3 Helps in writing 8.4 Help in reading 8.5 Browsing internet

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	<ul style="list-style-type: none"> 1.1 Assisted client with reading and writing 1.2 Assisted clients to visit different places 1.3 Provided recreational supports to the clients
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Social care and importance of recreational activities. 2.2 Motivation techniques 2.3 Different materials and tools to support and perform recreational activities. 2.4 Client's preference and choice. 2.5 Social safety and security to move clients in varies places. 2.6 Types or recreational support and possible assistance.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Motivating clients. 3.2 Managing emergency situation sporting and playing eagerness 3.3 Communicating clients and their family as well as office team.
4. Required attitudes	<ul 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> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Required tools & equipment's, facilities and relevant accessories 5.3 Required teaching aids 5.4 Learning materials.
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
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.
<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 NSQF. Accredited providers assessing</p>	

against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	OUI SCPSN02L3V1: Provide care and support to people with special needs
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to provide specialized care and support to people with special needs.</p> <p>It includes maintaining relationship with people having special care needs, providing support to people with special needs, assisting in maintaining well-being of people with special needs, assisting people with special needs, and providing end life special support.</p>
Nominal Hours	70 Hours
Elements of Competency	<p>Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables</p>
<p>1. Maintain relationship to people with special needs</p>	<p>1.1 <u>Clients with special conditions</u> that require specialized Caregiving services are identified.</p> <p>1.2 Personal need of the person with special need are identified and provided services as required.</p> <p>1.3 Confidentiality, privacy, individual choices and the right to decision making are considered for maintaining relationship.</p> <p>1.4 Dealings with people with special needs are aimed at generating a trusting relationship.</p> <p>1.5 Respect for <u>individual differences</u> is demonstrated in all dealings with people with special needs.</p> <p>1.6 Support for the interests, rights and decision making of people with special needs is ensured in all dealings.</p> <p>1.7 People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.</p>
<p>2. Provide support to people with special needs</p>	<p>2.1 Support to people with special needs is provided in accordance with their needs, rights and self-determination.</p> <p>2.2 Assistance is provided to people with disabilities according to the organizational guidelines.</p> <p>2.3 Information required by people with special needs are identified and provided.</p> <p>2.4 Reactions and limitations regarding differences are recognized.</p> <p>2.5 Best suited of assistance is sought to ensure that the rights of people with special needs are upheld.</p>

<p>3. Assist in maintaining well-being of people with special needs</p>	<p>3.1 People with special needs are provided with support in maintaining a clean, safe and comfortable environment.</p> <p>3.2 Situations of risk to health and safety are responded to in accordance with established and approved health and safety procedures.</p> <p>3.3 People with special needs are actively encouraged to practice self-expression.</p> <p>3.4 Rights and responsibilities of people with special needs are discussed with them professionally and in a non-threatening and non-critical ways.</p>
<p>4. Assist people with special needs</p>	<p>4.1 Types, frequency and triggers of challenging behaviors of a person with special needs are identified and assessed.</p> <p>4.2 Strategies for the prevention and management of challenging behavior/s are planned and implemented according to approved safety procedures.</p> <p>4.3 People with special needs are encouraged and supported to express self.</p> <p>4.4 Independent thinking by people with special needs are encouraged and supported.</p> <p>4.5 Strategies that would promote independence of people with special needs are developed and implemented.</p>
<p>5. Provide end of life special support</p>	<p>5.1 Client who needs end life special care is identified.</p> <p>5.2 Attitudes such as are adhered to and demonstrated towards the clients based on established procedure.</p> <p>5.3 Client's personal preference and psychological issues are identified in consultation with concern individual and care plan is designed based on established procedures.</p> <p>5.4 Use appropriate tools and equipment to give required support.</p> <p>5.5 Ensure quality care with empathy.</p>
<p>Range of Variables</p>	
<p>Variable</p>	<p>Range (may include but not limited to):</p>
<p>1. Clients with special conditions/needs</p>	<p>1.1 Autism</p> <p>1.2 Psychosocial</p> <p>1.3 Visual Impaired</p> <p>1.4 Speech Disability</p> <p>1.5 Intellectual Disability</p> <p>1.6 Hearing Disability</p> <p>1.7 Hearing-Visual Disability</p> <p>1.8 Cerebral Palsy</p> <p>1.9 Down Syndrome</p> <p>1.10 Multiple Disabilities</p>

2. Individual differences	<ul style="list-style-type: none"> 2.1 Physical Difference 2.2 Mental Differences 2.3 Difference in Intelligence 2.4 Difference in Interests 2.5 Difference in Attitudes 2.6 Difference in Aptitude 2.7 Difference in Achievement 2.8 Personality Difference 2.9 Emotional Differences 2.10 Social Differences 2.11 Religious and Cultural Differences
3. Prevention and management of challenging behavior	<ul style="list-style-type: none"> 3.1 Recognizing triggers and deflecting them 3.2 Using active listening and observation skills 3.3 Ensuring effective communication 3.4 Seeking expert assistance
4. End life special care	<ul style="list-style-type: none"> 4.1 Palliative care 4.2 Hospice care
<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	<ul style="list-style-type: none"> 1.1 Maintained relationship with people having special care needs 1.2 Provided support to people with special needs 1.3 Assisted in maintaining well-being of people with special needs 1.4 Assisted people with special needs in maintaining an environment that enables maximum independent living
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Types of disabilities and their effects 2.2 Religious, cultural, spiritual, physical, specific knowledge of: <ul style="list-style-type: none"> 2.2.1 Alcohol and other drugs 2.2.2 Cultural and linguistic diversity 2.2.3 Risk of self-harm 2.2.4 Women 2.2.5 Men 2.2.6 Community education 2.2.7 Mental health 2.3 Ways of communicating people with special needs. 2.4 Legislative provision on the rights of people with disabilities. 2.5 Physical, social, psychological, and cognitive development of human.

	<p>2.6 Principles of empowerment/disempowerment in relation to people with special needs.</p> <p>2.7 Cultural factors affecting people with special needs requirements.</p> <p>2.8 End life special care.</p>
3. Underpinning skills	<p>3.1 Demonstrating interpersonal skills appropriate to work with people with special needs.</p> <p>3.2 Applying specialized oral communication skills (language skills) necessary to develop a trusting relationship with people with special needs.</p> <p>3.3 Negotiating to people with special need</p>
4. Required 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 implication	<p>The following resources must be available:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Facilities, equipment, supplies and materials relevant to the unit of competency.</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</p> <p>6.4 Portfolio/case study</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre.</p> <p>7.2 Assessment should be done by NSDA certified 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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OUISPCSN03L3V1: Provide support during antenatal (pregnancy), postnatal (after delivery) & neonatal period
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to provide support during pregnancy, maternity and neonatal. It includes providing pregnancy care, assisting during delivery, supporting in breast feeding, supporting in maternity care, neonatal care, managing the cases of violence during pregnancy.
Nominal Hours	70 Hours
Elements of competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Provide pregnancy care	1.1 The necessity of pregnancy care is explained. 1.2 <u>Pre-pregnancy risk</u> is assessed. 1.3 <u>Pre-pregnancy preparation</u> suggestions are followed. 1.4 <u>Ailment</u> due to pregnancy is managed as doctors advised. 1.5 <u>Emergency situation during pregnancy</u> is detected and taken care. 1.6 Vaccination is ensured as prescribed.
2. Assist during delivery	2.1 Comfort a woman giving birth is ensured. 2.2 <u>Assisted delivery procedures</u> are interpreted. 2.3 <u>Newborn care</u> is assisted.
3 Support in breast feeding	3.1 Breastfeeding is interpreted. 3.2 Breastfeeding position and latch are recognized. 3.3 Breastfeeding mother is supported during breastfeeding. 3.4 <u>Breastfeeding difficulties</u> are recognized and supported
4 Support in maternity care	4.1 Maternity care is defined. 4.2 The need of maternity care is explained. 4.3 Client is assisted with maternity care. 4.4 <u>Contraceptive after delivery</u> is promoted.
5 Neonatal Care	5.1 Neonatal care is explained. 5.2 Need and levels of neonatal care are identified. 5.3 Routine care of the newborn at birth is provided. 5.4 <u>Neonatal care</u> is provided. 5.5 Care for <u>specific condition of newborn</u> is assisted.
6 Manage the cases of violence during pregnancy.	6.1 <u>Types of Violence</u> are recognized. 6.2 Counseling is provided to clients against violence. 6.3 Violence cases are reported to respected authority as per standard procedure.
Range of Variables	
Variable	Range (may include but not limited to):

1. Pre-pregnancy risk	<ul style="list-style-type: none"> 1.1 Height 1.2 Weight 1.3 Diabetes 1.4 Blood pressure 1.5 Anaemia 1.6 Folic acid supplementation
2. Pre-pregnancy preparation	<ul style="list-style-type: none"> 2.1 Make a plan and take action 2.2 See your doctor 2.3 Take 400 micrograms of folic acid every day 2.4 Stop drinking alcohol, smoking, and using certain drugs 2.5 Avoid toxic substances and environmental contaminants 2.6 Reach and maintain a healthy weight 2.7 Get help for violence 2.8 Learn your family history 2.9 1.9 Get mentally healthy
3. Ailment	<ul style="list-style-type: none"> 3.1 Nausea 3.2 Vomiting 3.3 Acidity 3.4 Vertigo 3.5 Constipation 3.6 Headache 3.7 Backache 3.8 Edema
4. Emergency situation during pregnancy	<ul style="list-style-type: none"> 4.1 Vaginal bleeding 4.2 Severe nausea or vomiting 4.3 Decreased movements of the baby 4.4 Fever 4.5 Severe abdominal pain 4.6 Suspected ruptured membrane 4.7 Seizures 4.8 Shock
5. Assisted delivery procedures	<ul style="list-style-type: none"> 5.1 Maternal vital sign 5.2 Fetal monitoring
6. Newborn care	<ul style="list-style-type: none"> 6.1 Drying and stimulating 6.2 Assessing breathing 6.3 Cord care 6.4 Skin to skin contact 6.5 Initiating exclusive breastfeeding 6.6 Eye care 6.7 Vitamin K provision 6.8 Weighing
7. Breastfeeding difficulties	<ul style="list-style-type: none"> 7.1 Crack nipple 7.2 Breast abscess

	7.3 Flat nipple 7.4 Engorged breast 6.9 Inverted nipple
8. Contraceptive after delivery	8.1 When to start using contraception after birth 8.2 Does breastfeeding work as contraception 8.3 Contraception that is safe if you are breastfeeding 8.4 Choosing contraception after giving birth
9. Neonatal care	9.1 Umbilical cord care is provided 9.2 Neonatal Bath 9.3 Diaper change 9.4 Sunlight care 9.5 Neonatal vaccination 9.6 Danger sign during neonatal period 9.7 Management of specific conditions
10. Specific condition of newborn	10.1 Respiratory conditions 10.2 Neurologic conditions 10.3 Hematology 10.4 Cardiac 10.5 Infectious diseases
11. Types of Violence	11.1 Physical 11.2 Mental 11.3 Controlling 11.4 Sexual assault
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	1.1 Provided pregnancy care 1.2 Supported in breast feeding 1.3 Supported in maternity care
2. Underpinning knowledge	2.1 Danger signs during pregnancy 2.2 Newborn, neonatal 2.3 Danger signs for newborns 2.4 Labor period 2.5 Breastfeeding Position and Latch 2.6 Maternity 2.7 Neonatal
3. Underpinning skills	3.1 Assessing pre-pregnancy risk 3.2 Following doctor's advice 3.3 Reporting violence

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 Facilities, equipment, supplies and materials relevant to the unit of competency.
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/case study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre. 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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Development of Competency Standard by Technical Sub-Committee

The Competency Standards for National Skills Certificate in **Caregiving for persons with special needs** Standard is Developed by the Technical sub-committee of NSDA on June 13–21, 2021.

Respectable members:

1.	Alif Rudaba, Member (Planning & Skills Standard) Joint Secretary, National Skills Development Authority	Chairperson
2.	Brig. Ge. (Rtd.) Md Bashidul Islam, Chairman, CIB Foundation, 0171130914	Member
3.	Dr. Nowsheen Sharmin Purabi, Chairperson, Live Healthy Foundation, dr_purabi@yahoo.com , 01911357465	Member
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18.	Saida Khanam, Assistant Director (Skills Standard), National Skills Development Authority, ad.skillsstandard@nsda.gov.bd , +8801763083438	Member

Validation of Competency Standard by Standard and Curriculum Validation Committee

The Competency Standards for National Skills Certificate in **Caregiving for persons with special needs** Standard is validated by SCVC on June 23-24, 2021.

Respectable members of the SCVC:

1.	Mirza Nurul Gani Shovon, Chairman, Informal Sector ISC	Chairperson
2.	Mst. Benuara Khatun, Deputy Director (Day care), Department of Women Affairs, Bangladesh.	Member
3.	Md. Mostafizur Rahman, Deputy Director, Department of Social Services, Bangladesh.	Member
4.	Brig. Ge. (Rtd.) Md Bashidul Islam, Chairman, CIB Foundation, 0171130914	Member
5.	Dr. Nowsheen Sharmin Purabi, Chairperson, Live Healthy Foundation, dr.purabi@yahoo.com , 01911357465	Member
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