



COMPETENCY STANDARD

Caregiving For Infant, Toddler and Children

Level: 03

(Informal Sector)

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



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

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National Skills Development Authority
Prime Minister's Office
Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
Website: www.nstda.gov.bd.
National Skills Portal: <http://skillsportal.gov.bd>

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This Competency Standard for Caregiving for Infant, Toddler and Children 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 Infant, Toddler and Children"** 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)
National Skills Development Authority
Prime Minister's Office

Deputy Director (Admin)
and
Officer of Secretarial Duties for EC Meeting
National Skills Development Authority

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**Competency Standards for National Skill Certificate, Level-3 in
Caregiving For Infant, Toddler and Children 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.	OUIISCITC01L3V1	Provide Care and Support to Infants & Toddlers	3	40
6.	OUIISCITC02L3V1	Provide Care and Support to Children	3	40
7.	OUIISCITC03L3V1	Foster Physical Development of Children	3	40
8.	OUIISCITC04L3V1	Foster Psychological Development of Children	3	40
9.	OUIISCITC05L3V1	Manage Children with Special Needs	3	40
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
OUIISCITC01L3V1	Provide Care and Support to Infants & Toddlers	<ol style="list-style-type: none"> 1. Make comfort the infants and toddlers 2. Bath and dress infants and toddlers 3. Feed infants and toddlers 4. Put infants and toddlers to sleep 	40
OUIISCITC02L3V1	Provide Care and Support to Children	<ol style="list-style-type: none"> 1. Instill personal hygiene practices to children 2. Bathe and dress the children 3. Feed the child 	40
OUIISCITC03L3V1	Foster Physical Development of Children	<ol style="list-style-type: none"> 1. Enhance physical activities of children 2. Provide planned and spontaneous experiences to foster the physical development of children 3. Create opportunities for children to develop a wide range of physical skills 4. Interact with the child to foster skill development 	40
OUIISCITC04L3V1	Foster Psychological Development of Children	<ol style="list-style-type: none"> 1. Foster children's independence and autonomy 2. Encourage children to express their feelings, ideas and needs 3. Stimulate children's awareness and creativity 4. Foster children's self-esteem and development of self-concept 	40
OUIISCITC05L3V1	Manage children with special needs	<ol style="list-style-type: none"> 1. Identify autism spectrum disorder (ASD) in a child 2. Assist child for ASD Management 3. Assist child with treatment of ASD 	40
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	<p>1.1 Information on <u>preparing for negotiation</u> is identified and included in the plan.</p> <p>1.2 Information on creating <u>non-verbal environments</u> for positive negotiating is identified and included in the plan.</p> <p>1.3 Information on <u>active listening</u> is identified and included in the plan.</p> <p>1.4 Information on different <u>questioning techniques</u> is identified and included in the plan.</p> <p>1.5 Information is checked to ensure it is correct and up-to-date.</p>
2. Participate in negotiations	<p>2.1 Criteria for successful outcome are agreed upon by all parties.</p> <p>2.2 Desired outcome of all parties is considered.</p> <p>2.3 Appropriate language is used throughout the negotiation.</p> <p>2.4 A variety of questioning techniques are used.</p> <p>2.5 The issues and processes are documented and agreed upon by all parties.</p> <p>2.6 Possible solutions are discussed and their viability assessed.</p> <p>2.7 Areas for agreement are confirmed and recorded.</p> <p>2.8 Follow-up action is agreed upon by all parties.</p>
Range of Variables	
Variable	Range (May include but not limited to)
1. Preparing for negotiation	<p>1.1 Background information on other parties to the negotiation</p> <p>1.2 Good understanding of topic to be negotiated</p> <p>1.3 Clear understanding of desired outcome/s</p> <p>1.4 Personal attributes</p> <p>1.4.1 Self esteem</p> <p>1.4.2 Self esteem</p> <p>1.4.3 Objectivity</p> <p>1.4.4 Empathy</p> <p>1.4.5 Respect for others</p> <p>1.5 Interpersonal skills</p> <p>1.5.1 Listening / reflecting</p>

	<ul style="list-style-type: none"> 1.5.2 Non-verbal communication 1.5.3 Assertiveness 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 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	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
<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>	

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> <ul 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>	<ul 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>	<ul 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.

4. Underpinning Attitude	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 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Tools, equipment and physical facilities appropriate to perform activities 5.2 Materials, consumables to perform activities
6. Methods of Assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by 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>	

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	<p>1.1 <u>Work requirements</u> are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 <u>Team members’ queries and concerns</u> are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and attitudes required to properly undertake the assigned task</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members’ duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and directed to implement in the workplace</p>
4. Supervise team performance	<p>4.1 <u>Monitoring of performance</u> are taken place against defined performance criteria and / or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided <u>feedback</u>, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 <u>Performance issues</u> which cannot be rectified or addressed within the team are referenced to appropriate personnel</p> <p>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>

	<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
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 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 ASD	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 2.3 Risk factors of autism spectrum disorder 2.4 Types of autism spectrum disorder 2.5 Development Screening 2.6 Repetitive behaviours

	<p>2.7 Socialization of an 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 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>6.3 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 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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Occupation Specific Competencies

Unit Code and Title	OUISCITC01L3V1: Provide care and support to infants & toddlers
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to provide care and support to infants and toddlers. It includes making comfort the infants and toddlers, bathing and dressing infants and toddlers, feeding infants and toddler, and putting infants and toddlers to sleep.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Make comfort the infants and toddlers	<p>1.1 <u>Tools and equipment</u> are prepared according to the need of the infant/toddler</p> <p>1.2 <u>Distressed infants and toddlers</u> are responded with appropriate <u>methods, activity</u> and <u>non-verbal cues</u></p> <p>1.3 Infants and toddlers are picked up and cuddled according to standard procedure</p> <p>1.4 Infants and toddlers are trained to use <u>toilet facility</u> according to standard procedure</p> <p>1.5 Vital signs of infant and toddlers are measured following standard procedure.</p> <p>1.6 Infants and toddlers are provided medication following doctor's prescription.</p>
2. Bath and dress infants and toddlers	<p>2.1 Bathing instruments are prepared as per job requirement</p> <p>2.2 Water quantity and temperature are checked as per requirement</p> <p>2.3 Infants and toddlers are bathed according to standard procedure</p> <p>2.4 <u>Comforters</u> are made available to infant and toddler when needed</p>
3. Feed infants and toddlers	<p>3.1 Infants and toddlers' feeding tools are cleaned and sterilized following standard procedure</p> <p>3.2 Food is prepared as prescribed</p> <p>3.3 Infants and toddlers are positioned for feeding</p> <p>3.4 Infants and toddlers are fed following feeding schedule and standard procedure</p> <p>3.5 Infants and toddlers are cleaned</p> <p>3.6 Feeding tools are cleaned and stored as per standard procedure</p> <p>3.7 Work area is cleaned and disposed as per standard procedure</p>

4. Put infants and toddlers to sleep	4.1 Sleeping schedule is maintained 4.4 Infants and toddlers' crib are prepared as per procedure 4.5 Infants and toddlers are <u>prepared for sleeping</u> following standard procedure 4.6 Infants and toddlers are put to sleep as per <u>baby's preference</u>
Range of Variables	
Variable	Range (may include but not limited to):
1. Tools and equipment	1.1 Infants crib/bed 1.2 Blanket/comforters 1.3 Infant carrier 1.4 Stroller 1.5 Bassinet 1.6 Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) 1.7 Baby's layettes 1.8 Feeding bottles with cap, ring and nipple 1.9 Thermometer 1.10 Sterilizer kits 1.11 Cleaning solution 1.12 Infant's/Toddler's formula 1.13 Bibs 1.14 Hot water bottle 1.15 Nursery rhymes and story books 1.16 Toys for the crib (mobile) 1.17 Infants/Toddlers toys 1.18 Baby dummy 1.19 Wet wipes
2. Distressed Infants/toddlers	2.1 Crying 2.2 Appearing withdrawn 2.3 Squirming 2.4 Lack of eye contact 2.5 Sleeping difficulties 2.6 Whining 2.7 Not playing or not playing creatively 2.8 Repetitive display of trauma 2.9 Aggression 2.10 Regression 2.11 Speech difficulties (e.g. stuttering) 2.12 Toilet training difficulties 2.13 Nervous tics (e.g. cough) 2.14 Hunger

	<ul style="list-style-type: none"> 2.15 Tiredness 2.16 Discomfort 2.17 Fear 2.18 Anxiety 2.19 Boredom 2.20 Clinging behavior
3. Method and activities	<ul style="list-style-type: none"> 3.1 Imitating babies' vocalizations 3.2 Talking 3.3 Singing 3.4 Laughing 3.5 Rhymes 3.6 Finger games 3.7 Holding 3.8 Dancing 3.9 Gentle bouncing 3.10 Substituting activities 3.11 Playing 3.12 Distraction to an activity 3.13 Cuddles, comfort 3.14 Listening, talking with the infant or toddler quietly 3.15 Use of transition object
4. Non-verbal cues	<ul style="list-style-type: none"> 4.1 Cues to indicate distress 4.2 Response to an interesting activity 4.3 Smiling 4.4 Cues that express a desire to engage
5. Toilet facility	<ul style="list-style-type: none"> 5.1 Potty 5.2 Commode
6. Comforters	<ul style="list-style-type: none"> 6.1 Special toys 6.2 Blankets 6.3 Dummies
7. Prepared for sleeping	<ul style="list-style-type: none"> 7.1 TV/Devices are switched off at least before 1 hour 7.2 Night dress 7.3 Brushing tooth (Toddlers) 7.4 Maintain room lighting and noise
8. Baby's preference	<ul style="list-style-type: none"> 8.1 Singing 8.2 Story telling 8.3 Waling on lap
<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 Made comfort the infants and toddlers 1.2 Bathed and dressed infants and toddlers 1.3 Fed infants and toddlers

	1.4 Put infants and toddlers to sleep
2. Underpinning knowledge	2.1 Nature of infants/toddlers. 2.2 Bathing paraphernalia: types, uses, specification. 2.3 Procedures of taking vital signs. 2.4 Basic infant care. 2.5 Procedures in bathing and dressing/undressing of infants and toddlers. 2.6 Infant and toddler diet. 2.7 Feeding procedures. 2.8 Types and uses of clothes and underwear. 2.9 Cleaning and sterilized procedures.
3. Underpinning skills	3.1 Communicating effectively and building rapport with infant and toddlers. 3.2 Applying creativity and softness. 3.3 Measuring vital signs. 3.4 Implementing proper cleaning and sterilized procedures. 3.5 Implementing proper bathing skills for infant/toddler. 3.6 Preparing crib.
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	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
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.

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	OUI SCITC02L3V1: Provide Care and Support to Children
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to provide care and support to children. It includes instilling personal hygiene practices to children, bathing, dressing, feeding children, feeding the child and administering drug to children.
Nominal Hours	40 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Instill personal hygiene practices to children	<p>1.1 Hygiene practices are explained clearly to children based on established procedures</p> <p>1.2 Personal hygiene procedure is demonstrated to children based on health and safety procedures</p> <p>1.3 <u>Children paraphernalia</u> are maintained based on healthy procedures</p> <p>1.4 Children were assisted to maintain personal hygiene while playing</p>
2. Bathe and dress the children	<p>2.1 Bathing paraphernalia are prepared as per procedure</p> <p>2.2 Bath water quantity and temperature are checked based on health requirements of the child</p> <p>2.3 Children are bathed according to standard procedure</p> <p>2.4 Children are assisted in dressing up according to prevailing weather condition</p> <p>2.5 Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible</p> <p>2.6 Children with difficult behavior in bathing are dealt with appropriately as per procedure</p>
3. Feed the child	<p>3.1 <u>Feeding utensils</u> are Sterilized as per job requirement</p> <p>3.2 <u>Desired foods</u> are prepared according to child age.</p> <p>3.3 Babies are prepared for the feeding</p> <p>3.4 Food is provided/served to the baby according to feeding schedule</p> <p>3.5 Utensils are stored according to workplace standard.</p>
4. Administer drug to children	<p>4.1 Vital signs are measured and recorded.</p> <p>4.2 Sickness of children is identified, recorded and informed to proper authority.</p> <p>4.3 First aid is provided according to identified needs following standard procedure.</p> <p>4.4 Drug is provided following doctor's prescription.</p>
Range of Variables	

Variable	Range (may include but not limited to):
1. Children's paraphernalia	1.1 Bathing paraphernalia and toiletries 1.2 Diaper 1.3 Clothes 1.4 Grooming kit (baby hairbrush, comb, nail scissors) 1.5 Oral hygiene (toothbrush, toothpaste) 1.6 Feeding utensils 1.7 Bibs 1.8 High chair/Booster seat/Portable seat 1.9 Potty 1.10 Commode
2. Feeding utensils	2.1 Plate 2.2 Glass 2.3 Bowl 2.4 Spoon 2.5 Water pot 2.6 Flask 2.7 Towel 2.8 Napkin
3. Desired Foods	3.1 Breakfast 3.2 Morning snacks 3.3 Lunch 3.4 Evening snacks 3.5 Dinner
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	1.1 Instilled personal hygiene practices to children 1.2 Bathed and dressed the children 1.3 Fed children
2. Underpinning knowledge	2.1 Bathing and dressing/undressing procedures. 2.2 Procedures of feeding children. 2.3 Procedures in taking vital signs. 2.4 Proper health care of children. 2.5 Hand washing procedures. 2.6 Table etiquette. 2.7 Good grooming. 2.8 Nutritional needs of children. 2.9 Cultural practices and beliefs about food provision. 2.10 Impact of foods and drinks on health. 2.11 Storage of food – temperatures. 2.12 Food preparation and cooking.

3. Underpinning skills	3.1 Communicating with children. 3.2 Implementing proper bathing and dressing procedure for children. 3.3 Preparing nutritional food base on requirement. 3.4 Planning menu. 3.5 Identifying and applying basic measurements.
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.

Accreditation Requirements

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Unit Code and Title	OUIISCITC03L3V1: Foster Physical Development of Children
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to foster physical development of children.</p> <p>It includes enhancing physical activities of children, providing planned and spontaneous experiences to foster the physical development of children, creating opportunities for children to develop a wide range of physical skills and interacting with the child to foster skill development.</p>
Nominal Hours	40 Hours
Elements of Competency	<p>Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables</p>
1. Enhance physical activities of children	<p>1.1 Children are provided with <u>tools and equipment</u> based on physical development needs</p> <p>1.2 Children are given exercise or activities based on needs</p>
2. Provide planned and spontaneous experiences to foster the physical development of children	<p>2.1 Identify and monitor children's physical skills and development</p> <p>2.2 Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills.</p> <p>2.3 Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness.</p> <p>2.4 Involvements are planned and provided to challenge the <u>physical endeavors</u> of children.</p> <p>2.5 Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play.</p> <p>2.6 Events are planned that extend children's physical activity through music and dance</p>
3. Create opportunities for children to develop a wide range of physical skills	<p>3.1 Opportunities are developed for physical activity within the context of the service</p> <p>3.2 A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills</p> <p>3.3 When children require specialist assistance is identified and seek advice.</p> <p>3.4 Opportunities are created to support emerging skills of individual children where necessary.</p>

	<p>3.5 Children of both genders are encouraged to participate in the full range of activities.</p> <p>3.6 Opportunities are provided for children to develop and learn new physical skills.</p>
4. Interact with the child to foster skill development	<p>4.1 A variety of strategies are used to encourage children's physical skills and development.</p> <p>4.2 Positive acknowledgement of children's efforts to participate is provided.</p> <p>4.3 Children are encouraged to express ideas for physical experiences.</p> <p>4.4 Physical activity and active play are encouraged whilst respecting each child's level of ability and participation</p> <p>4.5 Children's confidence and safety awareness are encouraged when participating in physically active play</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Tools and equipment	<p>1.1 Playpen with approximate toys according to age group</p> <p>1.2 Audio visual equipment</p> <p>1.3 Coloring books</p> <p>1.4 Color</p> <p>1.5 Pencils</p> <p>1.6 Peg boards</p> <p>1.7 Scissors</p> <p>1.8 Paper</p> <p>1.9 Activity kit</p> <p>1.10 Books</p>
2. physical endeavors	<p>2.1 Promotion of outdoor play</p> <p>2.2 Suitable clothing to weather conditions</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 aspect of competency	<p>1.1 Enhanced physical activities of children</p> <p>1.2 Created opportunities for children to develop a wider range of physical development</p> <p>1.3 Provided experience to support physical development of children</p>

2. Underpinning knowledge	<p>2.1 Children’s physical development and skill development.</p> <p>2.2 Experiences that will target specific areas of physical development.</p> <p>2.3 fine and gross motor and fundamental movement skills</p> <p>2.4 Needs of children with a sensory/physical disability</p> <p>2.5 Equipment, toys and resources that can be used to stimulate physical development.</p> <p>2.6 Physical development and other areas of development – especially social and psychological development.</p>
3. Underpinning skills	<p>3.1 Identifying tools and equipment need for children physical development.</p> <p>3.2 Providing exercise or activities based on needs.</p> <p>3.3 Identifying opportunities and factors to support children development.</p> <p>3.4 Participating in the events with children.</p> <p>3.5 Identifying emergency situation and take necessary actions.</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>
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>
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.

Unit Code and Title	OUIISCITC04L3V1: Foster the Psychological Development of Children
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to foster the psychological development of children. It includes fostering children's independence and autonomy, encouraging children to express their feelings, ideas and needs, simulating children awareness and creativity, and fostering children's self-esteem and development of self-concept.
Nominal Hours	40 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Foster children's independence and autonomy	<p>1.1 <u>Opportunities</u> to develop self-help skills and independence are provided as needed.</p> <p>1.2 Children are given opportunities to make choice in appropriate ways taking into consideration their <u>individual differences</u>.</p> <p>1.3 Children are encouraged to accept responsibility for their own actions.</p> <p>1.4 Opportunities are created for children to participate in decision making.</p>
2. Encourage children to express their feelings, ideas and needs	<p>2.1 Children are encouraged to express their feelings, ideas and needs based on social norm.</p> <p>2.2 Children are provided with <u>activities</u> as means of releasing their feelings according to their interests and needs.</p> <p>2.3 Children are encouraged to respect each other's individual needs, abilities and interest.</p>
3. Stimulate children's awareness and creativity	<p>3.1 Children are encouraged to express their imagination and creativity based developmental needs.</p> <p>3.2 Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs.</p> <p>3.3 Materials and experiences are provided that would stimulate their various senses based on their interests.</p> <p>3.4 Experiences that develop and enhance imagination and creativity are provided based on their interests.</p>
4. Foster children's self-esteem and development of self-concept	<p>4.1 Opportunities are provided for children to experience their individual strengths and needs.</p> <p>4.2 Acknowledgement and positive support are given based on child experience <u>negative feeling</u> activities that present</p>

	<p>a challenge within the child's needs and capabilities are provided based on developmental stage.</p> <p>4.3 Individual differences are acknowledged and respected based on child's development stage.</p> <p>4.4 Children's achievements are acknowledged and appreciated based on preference.</p> <p>4.5 Children's positive self-worth and self-esteem are enhanced.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Opportunities	<p>1.1 Socio dramatic play</p> <p>1.2 Movement</p> <p>1.3 Listening to music</p> <p>1.4 Art experiences including clay and finger painting</p>
2. Individual differences	<p>2.1 Age</p> <p>2.2 Gender</p> <p>2.3 Family background and lifestyle</p> <p>2.4 Abilities and disabilities</p> <p>2.5 Style of social interaction</p> <p>2.6 Appearance</p> <p>2.7 Cultural beliefs and practices</p> <p>2.8 Temperament</p> <p>2.9 Interests</p> <p>2.10 Peer group acceptance, membership or isolation</p>
3. Activities	<p>3.1 Audio Visual Equipment (radio cassette, TV)</p> <p>3.2 Coloring books</p> <p>3.3 Pencil work</p> <p>3.4 Peg boards playing</p> <p>3.5 Beads to string</p> <p>3.6 Construction sets playing</p> <p>3.7 Paper work/paper art</p> <p>3.8 Coloring activities</p> <p>3.9 Paint/Short fat paint brushes</p> <p>3.10 Play dough</p> <p>3.11 Puzzles solving activities</p> <p>3.12 Books reading</p> <p>3.13 Manual activities</p>
4. Negative feelings	<p>4.1 Frustration</p> <p>4.2 Aggression</p> <p>4.3 Depression</p> <p>4.4 Fear and anxiety</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 aspect of competency	1.1 Fostered children's independence and autonomy 1.2 Encouraged children to express their feelings, ideas and needs 1.3 Stimulated children's awareness and creativity 1.4 Fostered children's self-esteem and development of self-concept
2. Underpinning knowledge	2.1 Child psychology. 2.2 Cultural awareness. 2.3 Importance of physical development of children. 2.4 Children developmental stages. 2.5 Children's physical and skills development. 2.6 Physical and mental developmental activities. 2.7 Consciousness about children's needs, interests and problems.
3. Underpinning skills	3.1 Fostering children's independence and autonomy 3.2 Encouraging children to express their feelings, ideas and needs 3.3 Stimulating children's awareness and creativity 3.4 Fostering children's self-esteem and development of self-concept 3.5 Applying interpersonal and motivational skills
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	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.
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	OUISCITC05L3V1: Manage children with special needs
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in managing children with special needs. It specifically includes identifying autism spectrum disorder (ASD) in a child, assisting child for ASD Management, and treatment of ASD.
Nominal Hours	40 Hours
Elements of competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Identify autism spectrum disorder (ASD) in a child	1.1 Autism spectrum disorder and its types are defined 1.2 <u>Sign and symptom of autism spectrum disorder</u> are recognized 1.3 <u>Causes of autism spectrum disorder</u> are explained 1.4 Risk Factors of autism spectrum disorder are interpreted 1.5 Symptoms of ASD in child are identified
2. Assist child for ASD Management	2.1 Educational intervention is applied. 2.2 Medical management is provided. 2.3 Family is involved in support to children. 2.4 Appropriate diet chart is followed. 2.5 <u>Safety measures</u> are ensured.
3. Assist child with treatment of ASD	3.1 Applied behavioral analysis (ABS) is performed. 3.2 Child is assisted with occupational therapy as prescribed. 3.3 Child is assisted with speech therapy as prescribed. 3.4 Child is assisted with physical therapy as prescribed. 3.5 Child is assisted with pharmacological therapy as prescribed. 3.6 <u>Awareness of ASD</u> is disseminated to family, friend and society.
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 1.5 Fail to gain attention 1.6 Miss matched expression, movement, gesture etc.
2. Causes of Autism Spectrum Disorder	2.1 Family history 2.2 Genetic mutation

	<ul style="list-style-type: none"> 2.3 Low birth weight 2.4 Environmental effect 2.5 History of viral infection
3.Safety measures	<ul style="list-style-type: none"> 3.1 Be consistent 3.2 Stick to a schedule 3.3 Reward good behavior 3.4 Create a home safety zone 3.5 Nonverbal ways to communicate 3.6 Make time for fun 3.7 Pay attention to sensory sensitivities
4.Awareness of ASD	<ul style="list-style-type: none"> 4.1 Embracing, respecting and supporting children with ASD 4.2 Importance of ASD awareness 4.3 ASD Day and Month 4.4 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 Identified autism spectrum disorder (ASD) in a child. 1.2 Assisted child for ASD Management 1.3 Assisted child with treatment of 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 2.3 Risk factors of autism spectrum disorder 2.4 Types of autism spectrum disorder 2.5 Development Screening 2.6 Repetitive behaviors 2.7 Socialization of an ASD affected child 2.8 Applied behavioral analysis (ABS)
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Managing of ASD Client 3.2 Helping ASD clients by providing safety 3.3 Socializing of a ASD affected child 3.4 Applying medical management of ASD
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 Communicate with peers and seniors in workplace. 4.8 Respect for rights of peers and seniors in workplace.

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>6.3 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 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 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 infant, toddler and children** is developed by the Technical sub-committee of NSDA on June 13– 21, 2021.

List of 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
4.	Md. Abu Salhe (Forkan), Proprietor, Israt Care Givers provides, isratnursing.bd@gmail.com , +880 1911-545552, +880 1716-021021	Member
5.	Shariat Rahman CEO and MD, Amar Astha Ltd. , shariat.rahman@gmail.com , 01760892444	Member
6.	Sk. Moniruzzaman, Associate Professor and head Department of OT, Bangladesh Health Professional Institute (BHPI).	Member
7.	. Dr. W Reja, Head of Training, CIB Foundation, drwreja@gmail.com , 01911314551	Member
8.	Sadia Shamim, Caregiver Co-ordinator, Songjog Care Giver Team, sadiashamim02@gmail.com , 01911549519	Member
9.	Md. Foyejur Rahman Reza, Senior Executiver, Clara Care Services Ltd., claracareservicesltd@gmail.com , 01618155582	Member
10.	Munna Sultana, Instructor, CIB Foundation, munnasultana.du@gmail.com , 01629720447	Member
11.	Ko Kya Mya Marma, Instructor, CIB Foundation, kokyamyamarma3@gmail.com , 01785211141	Member
12.	S Khatun, Instructor, CIB Foundation, cibmohammadpur@gmail.com , 01921598784	Member
13.	Sadika islam popy, Caregiver, Songjog caregiver team, sadikaislampopy84@gmail.com , 01819532343	Member
14.	Md. Amir Hossain, Process Expert (CS and Curriculum), NSDA. Cell: 01631670445, Email: razib.consultant@yahoo.com	Member
15.	Mahbub Ul Huda, Specialist (CS, CAD, CBC, CBLM, AT), sp3.nsda@gmail.com , 01735490491	Member
16.	Md. Quamruzzaman, Director (Skills Standard), NSDA, Cell: 01819189320 Email: qzaman40@yahoo.com	Member
17.	Iffat Jahan, Deputy Director (Skills Standard), National Skills Development Authority, dd.skillsstandard@nsda.gov.bd , 8801811458150	Member
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 infant, toddler and children** Standard is validated by SCVC on June 23-24, 2021.

List of members:

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
6.	Sk. Moniruzzaman, Associate Professor and head Department of OT, Bangladesh Health Professional Institute (BHPI).	Member
7.	Dr. Waliur Reja, Head of Training, CIB Foundation, drwreja@gmail.com , 01911314551	Member
8.	Ko Kya Mya Marma, Instructor, CIB Foundation, kokyamyamarma3@gmail.com , 01785211141	Member
9.	Dr.Sams Tabraz, Shin Shin Japan Hospital, Phone: 01715686714, Email: Dr.Samstabraz@gmail.com	Member
10.	Nasima akter kona- Patients Care Incharge, Shin Shin Japan Hospital, Phone: 01304778584, Email: konajalina@gmail.com	Member
11.	Md. Amir Hossain, Process Expert (CS and Curriculum), NSDA. Cell: 01631670445, Email: razib.consultant@yahoo.com	Member
12.	Mahbub Ul Huda, Specialist (CS, CAD, CBC, CBLM, AT), NSDA. sp3.nsd@gmail.com , 01735490491	Member
13.	Md. Quamruzzaman, Director (Skills Standard), NSDA, Cell: 01819189320 Email: qzaman40@yahoo.com	Member
14.	Iffat Jahan, Deputy Director (Skills Standard), National Skills Development Authority, dd.skillsstandard@nsda.gov.bd , 8801811458150	Member