



COMPETENCY STANDARD

Caregiving For Elderly Persons

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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This Competency Standard for Caregiving for Elderly Persons 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 Elderly Persons"** 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. Sanjal Ferdous
Deputy Director (Admin)
National Skills Development Authority
Prime Minister's Office

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 Elderly Persons 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.	OUISCEP01L3V1	Provide Care to Elderly People	3	50
6.	OUISCEP02L3V1	Respond To Challenging Behavior	3	50
7.	OUISCEP03L3V1	Perform Palliative Care	3	50
8.	OUISCEP04L3V1	Manage Clients with Stroke, Dementia, Parkinson & Alzheimer's Disease	3	50
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
OUISCEP01L3V1	Provide care to elderly people	<ol style="list-style-type: none"> 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing/ showering 5. Assist client in perineal/genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Prepare and maintain client's bed 9. Assist client in safe movement and transfer 	50
OUISCEP02L3V1	Respond to Challenging Behavior	<ol style="list-style-type: none"> 1. Plan responses for challenging behavior 2. Apply response for challenging behavior 3. Report and review incidents 	50
OUISCEP03L3V1	Perform palliative care	<ol style="list-style-type: none"> 1. Assist in basic wound care 2. Apply hot and cold therapy 3. Assist in providing palliative care 	50
OUISCEP04L3V1	Managing clients with Stroke, Dementia, Parkinson & Alzheimer's disease patients	<ol style="list-style-type: none"> 1. Prepare to assist with medication 2. Prepare the client for assistance in administering medication 3. Assist medication administration 4. Provide record and report of the client 5. Comply with industry procedures for raised issues 6. Complete administration of prescribed medication 	50
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
4 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.
<p>4. Underpinning Attitude</p>	<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

	<ul style="list-style-type: none"> 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	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Tools, equipment and physical facilities appropriate to perform activities 5.2 Materials, consumables to perform activities
6. Methods of Assessment	<ul style="list-style-type: none"> 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of Assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA Accredited Assessment 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	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

	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 2.3 Low birth weight 2.4 Environmental effect 2.5 History of viral infection
3. Abnormal behaviours in a child	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	4.1 Educational intervention 4.2 Medical management 4.3 Family support 4.4 Appropriate diet chart
5. Treatment chart from expert	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	6.1 Occupational therapy 6.2 Speech therapy 6.3 Physical therapy 6.4 Pharmacological therapy
7. Awareness of ASD	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.
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 Recognized ASD in Child 1.2 Recognized ASD in Adult 1.3 Followed treatment suggestions for adults with ASD.
2. Underpinning knowledge	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 2.7 Socialization of a ASD affected child

	2.8 Applied behavioural analysis (ABS)
3. Underpinning skills	3.1 Managing of ASD Client 3.2 Helping ASD clients by providing safety 3.3 Socializing of an ASD affected child 3.4 Reporting cases with ASD.
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 Communicate with peers and seniors in workplace. 4.8 Respect for rights of peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Relevant standards and reference manual 5.3 Sample case study documents.
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>	

Occupation Specific Competencies

Unit Code and Title	OUISCEP01L3V1: Provide care to elderly people
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to provide care to elderly people.</p> <p>This includes monitoring and recording vital signs of client assisting client in fluids and dietary requirements, assisting client in urine and bowel elimination, assisting client with bathing, perineal/genital care, skin care, preparing and maintaining client's bed, and assisting client in safe movement and transfer.</p>
Nominal Hours	50 Hours
Elements of Competency	<p>Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Monitor and record vital signs of client	<p>1.1 Vital signs instruments are prepared and cleansed based on established procedures.</p> <p>1.2 Factors affecting vital signs of client are determined, documented and reported based on established standards.</p> <p>1.3 Vital signs are monitored and recorded in accordance with the standard procedures.</p>
2. Assist client in fluids and dietary requirements	<p>2.1 Hygiene and cleanliness are observed in accordance with established standards.</p> <p>2.2 <u>Feeding tools, materials, and equipment</u> are prepared and used in an appropriate and safe manner in accordance with care plan.</p> <p>2.3 Well-balanced diet is followed and prepared according to dietary requirements.</p> <p>2.4 Feeding is done as per standard feeding procedure.</p> <p>2.5 Aspiration and regurgitation signs and symptoms, and precautions are observed as per standard procedure.</p> <p>2.6 Storage and disposal of left-over food are handled in accordance with established procedures.</p>
3. Assist client in urine and bowel elimination	<p>3.1 The client's bladder and bowel functioning are checked according to care plan.</p> <p>3.2 Required processes, <u>toileting equipment, aids and appliances</u> are prepared and used in an appropriate and safe manner.</p> <p>3.3 Infection control procedures are ensured as per standard procedure.</p> <p>3.4 The client is positioned before elimination as per standard procedure and in consideration of client's comfort and privacy.</p>

	<p>3.5 The client is assisted in using the urinal, bedpan, commode and other assistive devices according to requirements.</p> <p>3.6 Urinary and bowel elimination problems (if any) are identified and recorded.</p> <p>3.7 The client is assisted in cleaning herself/himself.</p> <p>3.8 Wastes, used diapers and wipes are properly disposed following standard industry practice.</p> <p>3.9 Assistive devices are cleaned, sanitized and stored after use.</p>
<p>4. Assist client with bathing /Showering</p>	<p>4.1 Verbal and non-verbal therapeutic communication is applied based on established procedure.</p> <p>4.2 <u>Bathing equipment aids and appliances</u> are prepared according to established standard.</p> <p>4.3 The environment is modified or adapted to ensure maximum comfort and safety.</p> <p>4.4 The client is prepared using appropriate <u>dressing and undressing techniques.</u></p> <p>4.5 The client is checked for skin rashes and / or sores following standard infection control practices.</p> <p>4.6 The client is assisted in bathing/showering maintaining the client's sense of control.</p> <p>4.7 The client is assisted in dressing following client preference and comfort.</p>
<p>5. Assist client in perineal /genital care</p>	<p>5.1 Therapeutic communication techniques are used based on established Standard.</p> <p>5.2 <u>Perennial/genital care equipment</u> are prepared maintaining infection control security and standard.</p> <p>5.3 Privacy, comfort and safety of the client is maintained as per established standard.</p> <p>5.4 The client is assisted in perineal/genital care maintaining the client's sense of control.</p> <p>5.5 Activities are documented and reported following established standard.</p>
<p>6. Assist client in oral care</p>	<p>6.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools.</p> <p>6.2 <u>Tools, equipment and materials</u> are prepared and used in an appropriate and safe manner in accordance with care plan.</p> <p>6.3 Principles of infection control is practiced based on established procedure.</p> <p>6.4 Client is assisted in the proper way to practice oral hygiene according to established procedure.</p> <p>6.5 Client is assisted in the proper way to clean dentures according to established procedure.</p>

	<p>6.6 Ways to give oral hygiene to conscious/ unconscious clients are applied as per standard procedure.</p> <p>6.7 Documentation of oral care is maintained as per standard procedure.</p>
7. Assist the client in skin care	<p>7.1 Consent is taken from client before starting the procedure.</p> <p>7.2 <u>Tools, equipment, materials</u> are prepared and used in an appropriate and safe manner in accordance with established procedures.</p> <p>7.3 <u>Skin</u> conditions and breakdowns are <u>assessed</u> ensuring privacy and safety and documented based on established standard.</p> <p>7.4 Client is assisted in performing skin care ensuring nutrition and hydration practices as per standard care procedures.</p> <p>7.5 Client is assisted with physical movement and range of motion exercises as per standard procedures.</p>
8. Prepare and maintain client's bed	<p>8.1 The area for <u>bed making</u> is cleaned and ready as per standard procedure.</p> <p>8.2 <u>Bed, equipment and aids</u> for bed making are prepared based on established Standard.</p> <p>8.3 Comfort and safety of the client is recognized when doing occupied bed making as per standard procedure.</p> <p>8.4 Bed is prepared considering client's body mechanics.</p> <p>8.5 Damaged and/or faulty beds, equipment, mattresses, pillows and linen are reported to appropriate persons following standard procedure.</p> <p>8.6 Dirty linen is sent to washing house.</p> <p>8.7 Waste is disposed as per standard procedures.</p>
9. Assist client in safe movement and transfer	<p>9.1 <u>Mobility/transfer equipments</u> are prepared and used in an appropriate and safe manner in accordance with care plan based on established standard procedures</p> <p>9.2 Client is assisted with movement to regain independence in accordance with established standard procedures</p> <p>9.3 Client is given positive reinforcement during movement based on established standard procedures</p> <p>9.4 Client's progress is recorded and reported to responsible persons</p>
Range of Variables	

Variable	Range (may include but not limited to):
1. Feeding materials and equipment Tools, and	1.1 Bowls and plates with high sides 1.2 Bowls and plates with partition 1.3 Insulated bowls and plates 1.4 Slip resistant bowls and plates 1.5 Mugs and cups with straws 1.6 Lap trays 1.7 Strip resistant tray liners 1.8 Non-metallic /shaped Protective clothing – aprons, bibs, neckerchiefs spoons and forks
2. Toileting Equipment, aids and appliances	2.1 Raised toilet seats 2.2 Commode chairs 2.3 Toilet backrest 2.4 Toilet rails 2.5 Female urinals 2.6 Male urinals 2.7 Bedpans 2.8 Bed rail 2.9 Incontinence aids and devices: 2.9.1 Disposable pads, nappies, pull-on style pads and all-in-one pads 2.9.2 Reusable bed pads, chair pads and pants 2.9.3 Sheaths (latex and non-latex) 2.9.4 Leg and night drainage bags 2.9.5 Stretch pants (only supplied with non-adhesive shaped pads)
3. Bathing Equipment, aids and Appliances	3.1 Shower chairs and stools 3.2 Hair washing basin 3.3 Rinse free shampoo 3.4 Shower cap 3.5 Cleansing towel 3.6 Bathing towel` 3.7 Modesty garment / bath robe
4. Dressing and undressing technique	4.1 Determine comfort and needs 4.2 Select cloth 4.3 Ensure privacy and safety 4.4 Ensure adequate time to do themselves as much as she/he is able to and on his/her comfort and needs. 4.5 Assist client in dressing and undressing. 4.6 Use Well-fitting shoes and slippers to avoid accidents and falls.

<p>5. Bathing materials and equipment</p> <p>Tools, and</p>	<p>5.1 Forceps 5.2 Cotton balls 5.3 Kidney basin 5.4 Cotton canister 5.5 Rubber sheet 5.6 Underpads 5.7 Hypoallergenic liquid soap 5.8 Bath Towel 5.9 Personal Protective Equipment 5.10 Hand towel 5.11 Bath blanket 5.12 Bed pan</p>
<p>6. Perineal/Genital Care equipment</p>	<p>6.1 Female Genital organ of a mannequin 6.1.1 Steps in cleaning the female genital organ 6.1.2 Mons pubis 6.1.3 Labia majora 6.1.4 Labia minora 6.1.5 Clitoris 6.1.6 Opening of Urethra 6.1.7 Opening of Vagina 6.1.8 Perineum 6.1.9 Anus 6.2 Male Genitalia organ of mannequin 6.2.1 Steps in cleaning the male genital organ 6.2.2 Penis 6.2.3 Urethra 6.3 Scrotum</p>
<p>7. Tools, Equipment and Materials</p>	<p>7.1 Toothpaste 7.2 Interdental toothbrush 7.3 Glycerin 7.4 Toothbrush 7.5 Floss Holder 7.6 Unbreakable Glass</p>
<p>8. Tools, Equipment and Materials</p>	<p>8.1 Mattress, bed and special cushions 8.2 Gentle cleanser 8.3 Saltwater (saline) solution 8.4 Non-steroidal anti-inflammatory drugs 8.5 Gauze 8.6 Bandage</p>
<p>9. Skin</p>	<p>9.1 Type or structure 9.2 Size 9.3 Shape 9.4 Texture 9.5 Color 9.6 Distribution 9.7 Configuration</p>
<p>10. Bed Making</p>	<p>10.1 Ordinary Bed with mattress 10.2 Surgical Bed with mattress 10.3 Steps in bed making</p>

	10.3.1 Occupied bed 10.3.2 Un-occupied bed 10.3.2.1 Open bed 10.3.2.2 Close bed
11. Bed, Equipment and aids	11.1 Hospital bed with side rails 11.2 Linens 11.3 bottom sheet 11.4 top sheet 11.5 under pads 11.6 pillow case 11.7 pillow 11.8 Over bed tables 11.9 Bed wedge 11.10 Slide sheet 11.11 Foot stool 11.12 Hospital bed with side rails 11.13 Hamper 11.14 Linen trolley
12. Mobility/Transfer equipment	12.1 Walkers 12.2 Canes 12.3 Crutches 12.4 Wheelchair 12.5 Trapeze 12.6 Transfer/gait belt 12.7 Mobility draw sheet 12.8 Transfer boards 12.9 Commode chairs
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 Assisted client in fluids and dietary requirements 1.2 Assisted client in urine and bowel elimination 1.3 Assisted client with bathing/Showering 1.4 Assisted client in perineal/genital care 1.5 Assisted client in oral care 1.6 Assisted client in safe movement and transfer
2. Underpinning knowledge	2.1 Principles of progressive activities 2.2 Purpose and scope of the bathing technique 2.3 Hygiene and cleanliness during feeding 2.4 Positive reinforcement in movement
3. Underpinning skills	3.1 Applying bathing techniques 3.2 Measuring vital signs 3.3 Cleaning assistive devices 3.4 Dressing and undressing an elder 3.5 Recording and documenting activities 3.6 Assessing conditions of a client

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 Access to relevant workplace or appropriately simulated environment where assessment can take place 5.3 Relevant institutional policy, guidelines, procedures and protocols 5.4 Emergency response procedures and employee support arrangements.
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/case study
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment center. 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>	

Unit Code and Title	OUISCEP02L3V1: Respond to Challenging Behavior
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to respond to challenging behavior. It includes planning responses for challenging behavior, applying response for challenging behavior and reporting and reviewing incidents.
Nominal Hours	50 Hours
Elements of Competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Plan responses for challenging behavior	1.1 <u>Responses</u> are planned to manage instances of difficult or challenging behavior 1.2 <u>Difficult or challenging behavior</u> are identified and appropriate <u>strategies</u> are planned as required 1.3 Safety of self, client and others is given priority according to institutional policies and procedures
2. Apply response for challenging behavior	2.1 Difficult or challenging behavior is dealt according to <u>institutional policy and procedures</u> . 2.2 Appropriate communication method is used to achieve the desired outcomes in responding to difficult or challenging behavior.
3. Report and review incidents	3.1 Incidents are reported according to institutional policies and procedures. 3.2 Incidents are reviewed with appropriate staff and suggestions to area of responsibility are made. 3.3 Debriefing mechanisms and other activities are used and participated in. 3.4 Advice and assistance are sought from legitimate sources when appropriate.
Range of Variables	
Variable	Range (may include but not limited to):
1. Responses	1.1 Own ability and experience 1.2 Established institutional procedures 1.3 Knowledge of individual persons and underlying causes
2. Difficult or challenging behaviors	2.1 Aggression/Assaultive behavior 2.2 Dementia sign 2.3 Confusion or other cognitive impairment 2.4 Noisiness 2.5 Shyness 2.6 Manipulative 2.7 Wandering

	<ul style="list-style-type: none"> 2.8 Self-destructive 2.9 Intoxication 2.10 Withdrawn/depressed 2.11 Negativistic 2.12 Intrusive behavior 2.13 Verbal offensiveness 2.14 Denial
3. Strategies	<ul style="list-style-type: none"> 3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Follow established emergency response procedures
4. Institutional policies and procedures	<ul style="list-style-type: none"> 4.1 Incident reporting and documentation 4.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 4.3 Debriefing of staff involved in the incident
<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 Planned responses for challenging behavior 1.2 Applied response for challenging behavior
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Human behavior and psychology. 2.2 Specific causes and concerns related to difficult/challenging behavior. 2.3 Strategies to handle difficult or challenging behavior. 2.4 Institutional policies and procedure to make reports 2.5 Dementia.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Observing the behavior of the client and family members. 3.2 Applying communication skills. 3.3 Remaining calm and positive in adversity. 3.4 Thinking and responding quickly and strategically. 3.5 Remaining alert to potential incidents of difficult or challenging behavior.
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)

	<p>5.2 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>5.3 Relevant institutional policy, guidelines, procedures and protocols</p> <p>5.4 Emergency response procedures and employee support arrangements.</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>	

Unit Code and Title	OUISCEP03L3V1: Perform palliative care
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform palliative care. It includes assisting in basic wound care, applying hot and cold therapy, and assisting in providing palliative care.
Nominal Hours	50
Elements of Competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Assist in basic wound care	<p>1.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools.</p> <p>1.2 Infection control technique is applied following standard procedure.</p> <p>1.3 Client's comfort and safety is ensured as per standard procedure.</p> <p>1.4 Wound is assessed as per standard procedure.</p> <p>1.5 <u>Wound dressing</u> techniques is applied following standard procedure.</p> <p>1.6 Wound healing progress is monitored and recorded as per standard procedure.</p>
2. Apply hot and cold therapy	<p>2.1 The goals and benefits of hot and cold therapy in pain management is explained to the client as prescribed by the doctor.</p> <p>2.2 Possible risks and complications of hot and cold therapy on the client are understood</p> <p>2.3 <u>Appropriate hot/cold therapy techniques</u> are applied to the client</p> <p>2.4 Risks and limitations are identified and reported based on established standard procedures</p> <p>2.5 Progress is monitored and recorded based on established standard procedures</p>
3. Assist in providing palliative care	<p>3.1 <u>Concepts of death, dying and other related terminologies</u> are explained.</p> <p>3.2 The <u>Dying Person's Bill of Rights</u> is followed according to established standard</p> <p>3.3 <u>Principles of Palliative care</u> is applied based on established standard</p> <p>3.4 <u>Strategies</u> to keep clean and comfortable is applied when discussing death and dying</p> <p>3.5 Precautions are used based on established standard</p>

	<p>3.6 Caregiver's responsibilities are applied based on established standard</p> <p>3.7 Benefits of Palliative Care is discussed based on established standard</p> <p>3.8 Client's response to palliative is documented</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Wound dressing	<p>1.1 Materials:</p> <p>1.1.1 Forceps</p> <p>1.1.2 Cotton balls</p> <p>1.1.3 Gauze dressing</p> <p>1.1.4 Bandage</p> <p>1.1.5 Kidney basin</p> <p>1.1.6 Saline solution</p> <p>1.1.7 Bandage scissors</p> <p>1.1.8 Small plastic container</p> <p>1.1.9 Trash bin</p> <p>1.2 Wound assessment according to:</p> <p>1.2.1 Size</p> <p>1.2.2 Depth</p> <p>1.2.3 Location</p> <p>1.2.4 Discharge</p> <p>1.2.5 Blood</p> <p>1.2.6 Pus</p> <p>1.2.7 Odor/ smell</p> <p>1.2.8 Types of wounds</p> <p>1.2.9 Closed wound</p> <p>1.2.10 Open wound</p> <p>1.2.11 Abrasion</p> <p>1.2.12 Incision</p> <p>1.2.13 Punctured</p> <p>1.2.14 Laceration</p> <p>1.2.15 Avulsion</p> <p>1.2.16 Amputation</p> <p>1.3 Management</p> <p>1.3.1 Minor wound</p> <p>1.3.2 Wash with soap and water</p> <p>1.3.3 Cleanse with saline solution from inner to outer in circular motion using one stroke per cotton ball</p> <p>1.3.4 Wound bleeding</p> <p>1.3.5 Apply direct pressure</p>

	<ul style="list-style-type: none"> 1.3.6 Elevation 1.3.7 Apply pressure to the pulse nearest to the wound 1.3.8 Cover with dressing and apply bandage 1.3.9 Bring to the nearest hospital 1.3.10 Proper dressing of wound 1.3.11 Cardinal signs of infection 1.3.12 Wound dressing
<p>2. Appropriate hot / cold therapy techniques</p>	<ul style="list-style-type: none"> 2.1 Heat and cold application paraphernalia 2.2 Guidelines in applying hot and cold 2.3 Contraindication of hot and cold therapy 2.4 Applying ice packs to injury within 48 hours 2.5 Wetting a towel with cold water and then placing ice inside to keep the cloth cold 2.6 Using Electric heating pads, microwavable pads, hot water bottles, gel packs, warm towels, and hot water baths under 20 minutes for hot therapy 2.7 Alternating hot and cold therapy
<p>3. Concepts of death, dying and other related terminologies</p>	<ul style="list-style-type: none"> 3.1 Death 3.2 Dying 3.3 Closed Awareness 3.4 Mutual Pretense 3.5 Open Awareness 3.6 Hospice 3.7 Palliative Care 3.8 End of Life Care
<p>4. Dying Person's Bill of Rights</p>	<ul style="list-style-type: none"> 4.1 Be treated as a living human being until death 4.2 Maintain a sense of hopefulness, however changing its focus may be 4.3 Be cared for by those who can maintain a sense of hopefulness, however changing this might be 4.4 Express feelings and emotions about approaching death in their own way 4.5 Participate in decisions concerning their care 4.6 Expect continuing medical and nursing attention even though "cure goals" must be changed to "comfort goals" 4.7 Not die alone 4.8 Be free of pain 4.9 Have their questions answered honestly 4.10 Not be deceived 4.11 Have help from and for their family in accepting death 4.12 Die in peace and dignity 4.13 Retain their individuality and not be judged for their decisions, which may be contrary to the beliefs of others 4.14 Discuss and enlarge their religious or spiritual experiences, regardless of what they may mean to others

	<p>4.15 Expect that the sanctity of the human body will be respected after death</p> <p>4.16 Be cared for by caring, sensitive, knowledgeable people who will attempt to understand their needs and will be able to gain some satisfaction in helping them to face death</p>
5. Principles of Palliative care	<p>5.1 Provide relief from and other distressing symptoms</p> <p>5.2 Affirms life and regards dying as a normal process</p> <p>5.3 Intends neither to hasten or postpone death</p> <p>5.4 Integrated the psychological and spiritual aspects of client care</p> <p>5.5 Offers a support to help clients live actively as possible until death</p>
6. Strategies	<p>6.1 Identify your personal feelings about death and how they may influence interaction with client</p> <p>6.2 Focus on the client's needs</p> <p>6.3 Establish open communication</p> <p>6.4 Provide caring touch</p> <p>6.5 Respond with honesty and directness to the client's question about death</p> <p>6.6 Make time to be available to the client to provide support, listen and respond</p>
7. Caregiver's responsibilities	<p>7.1 Encouraging open and early discussion on death and dying</p> <p>7.2 Allowing for advance care planning</p> <p>7.3 Providing opportunities especially for improved control of pain symptoms</p> <p>7.4 Offering the client and family consistent and continuous care</p>
8. Benefits of Palliative Care	<p>8.1 Assists the client achieved a dignified and peaceful death</p> <p>8.2 Provide relief from fear, loneliness and depression</p> <p>8.3 Maintains client's security, dignity and self-worth</p> <p>8.4 Maintain physiologic and psychological comfort</p> <p>8.5 Monitor vital signs</p> <p>8.6 Provide personal hygiene</p> <p>8.7 Provide pain control (psychologically)</p> <p>8.8 Provide relief of respiratory difficulties (elevate bed, deep breathing)</p> <p>8.9 Aid with mobility, nutrition, hydration and elimination)</p> <p>8.10 Provide spiritual support</p> <p>8.11 Ensure client's spiritual is attended</p>

	8.12 Caregiver has ethical and moral responsibility not to impose their own religion or spiritual belief on a client
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 Assisted in basic wound care 1.2 Applied hot and cold therapy 1.3 Assisted in providing palliative care
2. Underpinning knowledge	2.1 Basic wound care process 2.2 Basic wound dressing process 2.3 Wound healing progress monitoring and recording process 2.4 Dying Person's Bill of Rights 2.5 Precautions of palliative care 2.6 Palliative care documentation process
3. Underpinning skills	3.1 Assessing wounds progress 3.2 Counselling and motivating clients 3.3 Dressing wounds 3.4 Providing hot and cold therapy
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 Access to relevant workplace or appropriately simulated environment where assessment can take place 5.3 Relevant tools and materials, guidelines, procedures and protocols.
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	OUISCEP04L3V1: Manage clients with Stroke, Dementia, Parkinson & Alzheimer's disease patients
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to manage clients with stroke, dementia, Parkinson & Alzheimer's disease patients.</p> <p>It includes preparing to assist with medication, preparing the client for assistance in administering medication, assisting medication administration, providing record and report of the client, complying with industry procedures for raised issues, and completing administration of prescribed medication.</p>
Nominal Hours	50
Elements of Competency	Performance Criteria
	<u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Prepare to assist with medication	<p>1.1 Personal hygiene and disinfection control procedures are carried out according to standard practice.</p> <p>1.2 Therapeutic communication is applied based on established standard.</p> <p>1.3 Related medical terminologies are used in assisting client in administering prescribed medication based on established standard.</p> <p>1.4 Legal aspects in assisting client in administering his prescribed medication is recognized based on established standard</p> <p>1.5 Client's medication order is Recognized and prepared for medication considering culture, beliefs and practices as per standard procedure.</p> <p>1.6 Any circumstances or changes in the client's condition or personal needs that may impact on assisting the client with their medication is identified and reported to the related authority.</p> <p>1.7 Dispensing aids are prepared as per established standard.</p>
2. Prepare the client for assistance in administering medication	<p>2.1 Principles of infection control is followed as per standard procedure.</p> <p>2.2 Principles in giving medication is applied as per standard procedure.</p> <p>2.3 <u>Ten (10) rights of drug administration</u> is recognized.</p> <p>2.4 Client medications are checked according to the client's need as prescribed.</p> <p>2.5 The administration procedure is explained to the client in line with requirements and organization procedures.</p>

	<p>2.6 The medication is prepared as per standard practice.</p> <p>2.7 The client is observed prior to giving medication following organization policies and procedures.</p>
3. Assist medication administration	<p>3.1 Infection control and therapeutic communication is ensured following standard procedure.</p> <p>3.2 Privacy, safety and comfort of the client is maintained based on established standard.</p> <p>3.3 Caregiver's guide in assisting client in taking prescribed <u>form of medication</u> is applied based on established standard</p> <p>3.4 Administering medications is supported following written prescription instructions.</p> <p>3.5 All necessary checks are instigated to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route.</p> <p>3.6 The client is assisted to take the medications as prescribed.</p> <p>3.7 The client is observed when taking the medication and their ingestion or completion is confirmed with the client.</p> <p>3.8 The client is observed for any untoward signs and symptoms and any possible medication effects and then reported to a supervisor or health professional.</p> <p>3.9 Used equipment, discarded medications / applicators and rubbish are collected and placed in appropriate/ designated receptacle as per standard process.</p> <p>3.10 Prescribed medication given to client is documented.</p>
4. Provide record and report of the client	<p>4.1 Purpose of client's documentation is applied based on established standard</p> <p>4.2 Characteristics of good documentation is used based on the established standard</p> <p>4.3 Problem, Etiology, Symptoms (PES) method of documentation is applied based on established standard</p>
5. Comply with industry procedures for raised issues	<p>5.1 Details of medication administration and <u>medication not being administered</u> or absorbed are documented and reported to relevant authority.</p> <p>5.2 Individual's reactions to medication are identified, recorded and reported as per standard procedure.</p> <p>5.3 Contaminated or expired medication are identified and reported as per standard procedure.</p> <p>5.4 Inconsistencies observed with the medication or client are reported to relevant authority as per standard procedure.</p>

6. Complete administration of prescribed medication	<p>6.1 Unused and/or used medications, containers and administration aids are cleaned and stored as per standard safety procedure.</p> <p>6.2 Organization's arrangements and procedures to replenish dose administration aids and supplies of medications are followed.</p> <p>6.3 Medication charts/care plans are stored following organization procedures</p> <p>6.4 Medications are stored following government regulations and manufacturer's instructions.</p>
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Range of Variables

Variable	Range (may include but not limited to):
1. Ten (10) rights of drug administration	<p>1.1 Right Drug.</p> <p>1.2 Right Patient.</p> <p>1.3 Right Dose.</p> <p>1.4 Right Route.</p> <p>1.5 Right Time and Frequency.</p> <p>1.6 Right Documentation.</p> <p>1.7 Right History and Assessment.</p> <p>1.8 Drug approach and Right to Refuse.</p> <p>1.9 Right Drug-Drug Interaction and Evaluation.</p> <p>1.10 Right Education and Information.</p>
2. Form of medication	<p>2.1 Forms of oral medications</p> <p>2.2 Forms of rectal and vagina Suppositories</p> <p>2.3 Forms of Ear</p> <p>2.4 Forms of nose Nasal drop</p> <p>2.5 Form of injections Ampule</p> <p>2.6 Forms of Infusion Large solution</p> <p>2.7 Forms of Topical Ointment: eye and skin</p> <p>2.8 Forms of Topical Cosmetic Injection</p>
3. medication not being administered	<p>3.1 Incomplete ingestion</p> <p>3.2 Expelling /vomiting,</p> <p>3.3 refusal or damage to medication,</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 Prepared to assist with medication</p> <p>1.2 Prepared the client for assistance in administering medication</p> <p>1.3 Assisted medication administration</p>
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	1.4 Provided record and report of the client
2. Underpinning knowledge	2.1 Principles of infection control 2.2 Principles in giving medication 2.3 Legal aspect of administering medicine. 2.4 Client's comfort and safety 2.5 Wound assessment 2.6 Problem, Etiology, Symptoms (PES) method
3. Underpinning skills	3.1 Documenting with PES method. 3.2 Writing reports. 3.3 Using computer for documentation.
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.
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Development of Competency Standard by Technical Sub-Committee

The Competency Standards for National Skills Certificate in **Caregiving for Elderly Persons** 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
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Validation of Competency Standard by Standard and Curriculum Validation Committee

The Competency Standards for National Skills Certificate in **Caregiving for Elderly Persons** Standard is validated by SCVC on June 23-24, 2021.

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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
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