



COMPETENCY STANDARD

Caregiving for Infants, Toddlers and Children

Level: 03

(Informal Sector)

Competency Standard Code: CS-IS-CITC-L3-EN-V2



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

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National Skills Development Authority
Chief Adviser'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.nsga.gov.bd.
National Skills Portal: <http://skillsportal.gov.bd>

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This Competency Standard for **Caregiving for Infants, Toddlers 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 reviewed and validated 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 operationalize 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 Infants, Toddlers 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, recognizing, and assessing people's skills, and may also have optional support materials
- enable industry recognized 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.

Competency Standards for National Skill Certificate – 3 in Caregiving for Infants, Toddlers and Children in Informal Sector

Level Descriptors of Skills Sector, BNQF 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.	Specialized, 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, contents, 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, contents, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing, and applying acquired knowledge.	A range of cognitive, and practical skills required to accomplish tasks, and solve problems by selecting, and applying the full range of methods, tools, materials, and information. Communicate using technical terminology, and IT technology with partners, and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements, and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas, and abstract from drawing, and design according to workplace requirements.	Basic cognitive, and practical skills required to use relevant information in order to carry out tasks, and to solve routine problems using simple rules, and tools. Communicate with his team, and limited external partners upholding the values, nature, and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams, and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret, and apply common occupational terms, and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting, and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms, and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms, and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

NSDA	National Skills Development Authority
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
PPE	Personal protective equipment
OSH	Occupational Safety, and Health
IT	Information Technology
COVID	Coronavirus disease
ASD	Autism spectrum disorder
BP	Blood Pressure
CPR	Cardiopulmonary resuscitation
CITC	Caregiving for Infants, Toddlers and Children
ADL	Activities of Daily Living

**Approval of Competency Standard
(Reviewed)**

Approved by
46th Authority Meeting of NSDA
Held on 01.01.2026

Table of Contents

.....	1
Copyright	ii
Introduction	iii
Overview	iv
Level Descriptors of Skills Sector, BNQF Level 1-6	v
List of Abbreviations	vi
Approval of Competency Standard	ix
(Reviewed)	ix
Course Structure	2
Units & Elements at a Glance:	3
Generic Competency (15 Hours)	3
Sector Specific Unit of Competency (30 Hours).....	3
Occupation Specific Units of Competency (310 Hours).....	4
Generic Unit of Competency	5
GU-02-L1-V1: Apply Occupational Safety (OSH) and Health Procedure in the Workplace	6
Sector Specific Units of Competency	10
SU-IS-02-L3-V1: Apply First Aids and Emergency Responses in Care	11
Occupation Specific Units of Competency	17
OU-IS-CITC-01-L3-V2: Identify Child Growth, Development, Red Flags and Developmental Delays	18
OU-IS-CITC-02-L3-V2: Provide Care & Support in Activities of Daily Living.....	22
OU-IS-CITC-03-L3-V2: Foster Physical Development.....	28
of Children.....	28
OU-IS-CITC-04-L3-V2: Foster the Psychological	33
Development of Children	33
OU-IS-CITC-05-L3-V2: Support Children with Special Needs in Activities of Daily Living	37
References:	41
List of Members of Review Workshop	42

Competency Standards for National Skill Certificate, Level-3 in Caregiving for Infants, Toddlers and Children in the Informal Sector

Course Structure

SL.	Unit Code and Title		UoC Level	Nominal Hours
Generic Competency				15
1.	GU-02-L1-V1	Apply Occupational Safety and Health Procedure in the workplace.	1	15
Sector Specific Unit of Competency				30
3	SU-IS-02-L3-V2	Apply Basic First Aid & Emergency Response in Care	3	30
Occupation Specific Units of Competency				310
4	OU-IS-CITC-01-L3-V2	Identify Child Growth, Development, Red Flags and developmental delays	3	40
5.	OU-IS-CITC-02-L3-V2	Provide Care & Support to Early Childhood in Activities of Daily Living	3	80
6.	OU-IS-CITC-03-L3-V2	Foster Physical Development of Children	3	70
7.	OU-IS-CITC-04-L3-V2	Foster Psychosocial Development of Children	3	60
8	OU-IS-CITC-05-L3-V2	Support Children with Special Needs in Activities of Daily Living	3	60
Learning Hours				355
Workplace Visit				20
Total Learning Hours				375

Units & Elements at a Glance:

Generic Competency (15 Hours)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU-02-L1-V1	Apply Occupational Health and Safety (OHS) Procedure in the Workplace	<ol style="list-style-type: none"> 1. Identify OSH policies and procedures 2. Follow OSH procedure 3. Report hazards and risks 4. Respond to emergencies 5. Maintain personal well-being 	15
Total Hour			15

Sector Specific Unit of Competency (30 Hours)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SU-IS-07-L3-21	Apply Basic First Aid & Emergency Response for Children	<ol style="list-style-type: none"> 1. Interpret basic aspects of first aid 2. Apply basic first aid techniques 3. Respond to emergencies and accidents 4. Perform CPR and choking management 5. Communicate details of the incident 6. Recognize and respond warning signs of illness and risk. 	30
Total Hours			30

Occupation Specific Units of Competency (310 Hours)

Code	Unit of Competency	Elements of Competency	Hours
SU-IS-CITC-01-L3-V2	Identify Child Growth, Development, Red Flags and developmental delays	<ol style="list-style-type: none"> 1. Identify stages of child growth and development 2. Monitor and observe child development 3. Identify developmental red flags 4. Identify developmental delays 5. Report and refer developmental concern 	40
OU-IS-CITC-02-L3-V2	Provide Care & Support to Early Childhood in Activities of Daily Living	<ol style="list-style-type: none"> 1. Feed the child 2. Perform toilet training 3. Put children to sleep 4. Instill personal hygiene practices to children 5. Bathe and dress the children 6. Measure vital sign and administer drug 	80
OU-IS-CITC-03-L3-V2	Foster Physical Development of Children	<ol style="list-style-type: none"> 1. Enhance physical activities of children 2. Provide structured and flexible activities to enhance children's physical skills. 3. Create opportunities for children to perform sensory play 4. Interact with the child to foster skill development 	70
OU-IS-CITC-04-L3-V2	Foster Psychosocial 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 	60
OU-IS-CITC-05-L3-V2	Support Children with Special Needs in Activities of Daily Living	<ol style="list-style-type: none"> 1. Identify individual needs and abilities of the child 2. Support children in daily living activities 3. Apply appropriate support strategies 4. Monitor, record, and report progress 	60
Total Hours			310

Generic Unit of Competency

Unit Code and Title	GU-02-L1-V1: Apply Occupational Safety (OSH) and Health Procedure in the Workplace
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OHS) procedure in the workplace.</p> <p>It specifically includes identifying OHS policies and procedures, following OHS procedure, reporting hazards and risks, responding to emergencies, and maintaining personal well-being.</p>
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures	<p>1.1. <u>OHS policies</u> and <u>safe operating procedures</u> are accessed and stated;</p> <p>1.2. <u>Safety signs and symbols</u> are identified and followed;</p> <p>1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements.</p>
2. Follow OSH procedure	<p>2.1 <u>Personal protective equipment (PPE)</u> is selected and collected as required;</p> <p>2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices;</p> <p>2.3 A clear and tidy workplace is maintained as per workplace standard;</p> <p>2.4 PPE is maintained to keep them operational and compliant with OHS regulations.</p>
3. Report hazards and risks.	<p>3.1 <u>Hazards</u> and risks are identified, assessed and controlled;</p> <p>3.2 Incidents arising from hazards and risks are reported to designated authority.</p>
4. Respond to emergencies	<p>4.1 Alarms and warning devices are responded;</p> <p>4.2 Workplace <u>emergency procedures</u> are followed;</p> <p>4.3 <u>Contingency measures</u> during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures;</p> <p>4.4 First aid procedures is applied during emergency situations.</p>
5. Maintain personal well-being	<p>5.1 OHS policies and procedures are adhered to;</p> <p>5.2 OHS awareness programs are participated in as per workplace guidelines and procedures;</p> <p>5.3 Corrective actions are implemented to correct unsafe condition in the workplace;</p> <p>5.4 <u>“Fit to work” records</u> are updated and maintained according</p>

	to workplace requirements.
Range of Variables	
Variables	Range (may include but not limited to):
1. OHS policies	<ul style="list-style-type: none"> 1.1. Bangladesh standards for OHS 1.2. Fire Safety Rules and Regulations 1.3. Code of Practice 1.4. Industry Guidelines
2. Safe operating procedures	<ul style="list-style-type: none"> 2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc. 2.2 Emergency procedures 2.3 First Aid procedures 2.4 Tagging procedures 2.5 Use of PPE 2.6 Safety procedures for hazardous substances
3. Safety signs and symbols	<ul style="list-style-type: none"> 3.1 Direction signs (exit, emergency exit, etc.) 3.2 First aid signs 3.3 Danger Tags 3.4 Hazard signs 3.5 Safety tags 3.6 Warning signs
4. Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> 4.1 Gas Mask 4.2 Gloves 4.3 Safety boots 4.4 Face mask 4.5 Overalls 4.6 Goggles and safety glasses 4.7 Sun block 4.8 Chemical/Gas detectors
5. Hazards	<ul style="list-style-type: none"> 5.1 Chemical hazards 5.2 Biological hazards 5.3 Physical Hazards 5.4 Mechanical and Electrical Hazard 5.5 Mental hazard 5.6 Ergonomic hazard
6. Emergency Procedures	<ul style="list-style-type: none"> 6.1 Fire fighting 6.2 Earthquake 6.3 Medical and first aid 6.4 Evacuation
7. Contingency measures	<ul style="list-style-type: none"> 7.1 Evacuation 7.2 Isolation 7.3 Decontamination
8. "Fit to Work" records	<ul style="list-style-type: none"> 8.1 Medical Certificate every year 8.2 Accident reports, if any 8.3 Eye vision certificate

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 stated OHS policies and safe operating procedures 1.2 followed safety signs and symbols 1.3 used personal protective equipment (PPE) 1.4 maintained workplace clear and tidy 1.5 assessed and Controlled hazards 1.6 followed emergency procedures 1.7 followed contingency measures 1.8 implemented corrective actions
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Define OHS 2.2 OHS Workplace Policies and Procedures 2.3 Work Safety Procedures 2.4 Emergency Procedures 2.5 Hazard control procedure 2.6 Different types of Hazards 2.7 PPE and there uses 2.8 Personal Hygiene Practices 2.9 OHS Awareness
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Accessing OHS policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace 5.2 Equipment and outfits appropriate in applying safety measures 5.3 Tools, materials and documentation required 5.4 OHS Policies and Procedures
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration

	6.3 Oral Questioning
7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module.</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Sector Specific Units of Competency

Unit Code and Title	SU-IS-02-L3-V1: Apply First Aids and Emergency Responses in Care
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to respond to first aids and emergencies for child. It includes interpreting basic first aid principles, applying basic first aid techniques, responding to emergencies and accidents, performing CPR, communicating details of the incident, recognizing and responding to sign of potential illness and providing mental health first aids.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret basic aspects of first aid	<p>1.1 First Aid is defined;</p> <p>1.2 Introductory ideas of first aid are described;</p> <p>1.3 Importance of first aid is explained;</p> <p>1.4 <u>First aid kit</u> is identified.</p>
2. Apply basic first aid techniques	<p>2.1 <u>First aid management</u> is provided in accordance with established first aids procedure;</p> <p>2.2 Safety of self and others is ensured;</p> <p>2.3 Child is reassured in a caring and calm manner and made comfortable using available resources;</p> <p>2.4 First aid assistance is sought from others in a timely manner and as appropriate;</p> <p>2.5 <u>Child condition</u> is monitored and responded to in accordance with effective first aid principles and workplace procedures;</p> <p>2.6 Details of child physical condition, changes in conditions, management and response are accurately recorded in line with organizational procedures.</p>
3. Respond to emergencies and accidents	<p>3.1 <u>Types of emergencies and accidents</u> incidents are identified.</p> <p>3.2 Immediate first aid is provided as required;</p> <p>3.3 Details of emergency are recorded and reported accurately;</p> <p>3.4 Information is provided to others according to established policies;</p> <p>3.5 Emergency management is finalized according to his/her needs and <u>first aid principles</u>;</p> <p>3.6 Emergencies and accidents are responded to according to the established guidelines and legislative requirements.</p>
4. Perform CPR and choking management	<p>4.1 Client condition is identified and assessed;</p> <p>4.2 Cardio-Pulmonary Resuscitation (CPR) tools are collected;</p> <p>4.3 Basic steps of CPR technique are applied as per guideline;</p> <p>4.4 Basic steps of choking management are applied as per guideline</p>

5. Communicate details of the incident	5.1 Appropriate medical assistance is requested using relevant communication media and equipment; 5.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relevant personnel; 5.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures.
6. Recognize and respond warning signs of illness and risk	6.1 Signs of potential illness and risks are reported; 6.2 Medical assistance is sought as necessary according to policies and procedures; 6.3 Remove client from threat/danger or remove danger/threat from client; 6.4 The level of immediate danger is assessed and the clients and relatives are informed as soon as possible; 6.5 Client is comforted and settled.
Range of Variables	
Variable	Range (may include but not limited to):
1. First aid kit	1.1 Gloves 1.2 Thermometer 1.3 Antiseptic ointment and wipes 1.4 Cold pack 1.5 Band-Aids in assorted sizes (including knee and elbow sizes) 1.6 Thermal patches 1.7 Gauze (pads & roll), tape, and Ace elastic wrap 1.8 Hand sanitizer or soap 1.9 Tweezers, scissors 1.10 Phone numbers for emergency contact, doctors, pharmacy, poison control, and insurance information. 1.11 Medication list with dosage and times taken. 1.12 Alcohol pad 1.13 Cotton balls and swabs 1.14 Plastic bag for disposable 1.15 If needed: BP monitor, blood sugar meter and/or AED, oximeter 1.16 First aid guide for reference 1.17 List of items

2. First aid management	2.1 Workplace policies and procedures 2.2 Industry/site specific regulations, codes 2.3 Occupational Safety and Health (OSH) 2.4 State and territory workplace health and safety requirements 2.5 Allergies the casualty may have
3. Child condition	3.1 Injuries 3.2 Allergic reactions 3.3 Bleeding 3.4 Burns-thermal, chemical, friction, electrical 3.5 Displacement of bones 3.6 Eye injuries 3.7 Fractures 3.8 Head injuries 3.9 Epilepsy 3.10 Minor skin injuries 3.11 Neck and spinal injuries 3.12 Poisoning 3.13 Shock 3.14 Smoke inhalation
4. Types of emergencies and accidents	4.1 Environmental emergencies <ul style="list-style-type: none"> ▪ Heat and cold related illness ▪ Heatstroke ▪ Medical emergencies ▪ Seizures (fitting) ▪ High fever ▪ Drowning or not breathing ▪ Diarrhea ▪ Accidental emergencies ▪ Fracture ▪ Head injuries ▪ Cut and scrapes (minor and severe) ▪ Falls and slip ▪ Poisoning ▪ Chocking
5. First aid principles	5.1 Checking the site for danger to self, casualty and others and minimizing the danger 5.2 Checking and maintaining the casualty's airways, breathing and circulation 5.3 Provide appropriate first aid and referred the client for proper management to compatible places.

6. Communication	6.1 Mobile phone 6.2 Email 6.3 Others
7. Risks	7.1 Worksite equipment, machinery and substances 7.2 Environmental risks 7.3 Bodily fluids 7.4 Risk of further injury to the casualty 7.5 Risk associated with the proximity of the others and by standers 7.6 Poor vision 7.7 Lower body weakness 7.8 Conditions or medication that cause dizziness 7.9 Problems with balance
8. Psychology issues	8.1 Depression 8.2 Separation Anxiety 8.3 ADHD (Attention Deficit Hyperactive Disorder) 8.4 Pica 8.5 Enuresis 8.6 Temper tantrum 8.7 Thumb sucking 8.8 Nail bite 8.9 Intellectual disability 8.10 Autism spectrum disorder 8.11 Phobia
9. Psychological first aid principal	9.1 Preparedness 9.2 Look 9.3 Listen 9.4 Link
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspect of competency	Assessment required evidences that the candidate: 1.1 interpreted basic first aid principles, procedures, and priorities 1.2 applied appropriate first aid techniques safely for children 1.3 assessed and responded promptly to emergencies and accidents 1.4 performed child-appropriate cpr and choking management correctly 1.5 recognized warning signs of illness, injury, and potential risks 1.6 followed infection control and personal safety procedures 1.7 communicated incident details accurately to relevant persons.

<p>2. Underpinning knowledge</p>	<p>2.1 Basic first aids 2.2 First aid principles and process 2.3 Possible physical hazards 2.4 Basic knowledge of mental health 2.5 Company Standard Operating Procedures (SOPs) 2.6 Dealing with confidentiality 2.7 Various kinds of emergencies and possible accidents. 2.8 Common risk factors 2.9 OSH legislation and regulations 2.10 Procedure of handling emergency situation.</p>
<p>3. Underpinning skills</p>	<p>3.1 Cardio-Pulmonary Resuscitation (CPR) skills 3.2 Decision making skill under pressure 3.3 Carrying out respond quickly and effectively 3.4 Identifying emergency situation and take necessary action 3.5 Interpreting importance to ensure safety and security of clients 3.6 Interpreting and using listed documents 3.7 Implementing professional rapport building method.</p>
<p>4. Required attitudes</p>	<p>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.</p>
<p>5. Resource implication</p>	<p>The following resources must be available: 5.1 workplace (actual or simulated) 5.2 relevant guidelines, procedures 5.3 materials relevant to the proposed activities 5.4 necessary first aid kits</p>
<p>6. Methods of assessment</p>	<p>Methods of assessment may include but not limited to: 6.1 written test 6.2 demonstration 6.3 oral questioning 6.4 portfolio.</p>
<p>7. Context of assessment</p>	<p>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

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

Occupation Specific Units of Competency

Unit Code and Title	OU-IS-CITC-01-L3-V2: Identify Child Growth, Development, Red Flags and Developmental Delays
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to identify Child Growth, Development, Red Flags and developmental delays.</p> <p>It specifically includes the functions of identifying stages of child growth and development, monitoring and observing child development, identifying developmental red flags, identifying developmental delays, reporting and referring developmental concern.</p>
Nominal Hours	40 Hours
Elements of competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Identify stages of child growth and development	<p>1.1 Stages of child development are identified and interpreted;</p> <p>1.2 Developmental milestones are interpreted accurately;</p> <p>1.3 Individual differences in development are recognized;</p> <p>1.4 Physical, cognitive, social, emotional, and language development characteristics are recognized;</p> <p>1.5 Developmental differences among children are acknowledged and respected.</p>
2. Monitor and observe child development	<p>2.1 Children's growth and development are observed using appropriate methods and tools;</p> <p>2.2 Observations are recorded accurately and confidentially;</p> <p>2.3 Developmental progress is compared with accepted developmental benchmarks.</p>
3. Identify developmental red flags	<p>3.1 Development issues of a child are interpreted;</p> <p>3.2 Physical, behavioral, communication, and social red flags are identified;</p> <p>3.3 <u>Challenging behaviors in a child</u> are recognized;</p> <p>3.4 Observed red flags are documented following organizational procedures.</p>
4. Identify developmental delays	<p>4.1 Observation and assessment information is interpreted correctly</p> <p>4.2 Signs of normal and delayed development are identified;</p> <p>4.3 Multiple areas of delay are recognized and noted where present;</p> <p>4.4 Developmental information is applied to care and learning practices;</p> <p>4.5 Findings are confirmed through consistent observation over time.</p>
5. Report and refer developmental concern	<p>5.1 Observations are communicated effectively and calmly to parents;</p> <p>5.2 Observations are communicated effectively to supervisors or professionals;</p>

	5.3 Follow established referral procedures are followed.
Range of Variables	
Variable	Range (may include but not limited to):
1. Stages of child development	1.1 Prenatal stage 1.2 Newborn (0–1 month) 1.3 Infant (1–12 months) 1.4 Toddler (1–3 years) 1.5 Preschooler (3–5 years) 1.6 School-age child (6–12 years) 1.7 Adolescent (13–18 years)
2. Developmental milestones	2.1 Physical development: gross motor and fine motor skills 2.2 Cognitive development: thinking, problem-solving, memory 2.3 Language development: listening, speaking, early literacy 2.4 Social development: interaction, cooperation, sharing 2.5 Emotional development: self-regulation, expression of feelings 2.6 Self-help skills: feeding, dressing, toileting
3. Challenging behaviors in a child	3.1 Temper tantrums 3.2 Aggressive behaviour (hitting, biting, kicking) 3.3 Withdrawal or social isolation 3.4 Hyperactivity or inattention 3.5 Non-compliance or defiance 3.6 Excessive crying or emotional outbursts 3.7 Difficulty adapting to change
4. Signs of normal and delayed development	4.1 Normal Development Signs <ul style="list-style-type: none"> ▪ Achieving milestones within expected age range ▪ Age-appropriate communication skills ▪ Appropriate social interaction ▪ Good motor coordination for age ▪ Emotional responses suitable for age 4.2 Delayed Development Signs <ul style="list-style-type: none"> ▪ Missed or significantly late milestones ▪ Limited or no speech for age ▪ Poor eye contact or social engagement ▪ Difficulty with movement or coordination ▪ Challenges in learning or self-care skills
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	

<p>1. Critical aspect of competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 identified age-appropriate stages of physical, cognitive, language, social, and emotional child growth and development 1.2 observed and monitored child development systematically 1.3 differentiated between typical developmental variations and atypical developmental patterns in children 1.4 recognized developmental red flags across physical, cognitive, communication, social, and behavioral domains 1.5 determined developmental delays by comparing observed development against established developmental standards and milestones 1.6 documented developmental observations and concerns 1.7 reported and referred identified developmental concerns promptly.
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Basic concepts of child growth and development 2.2 Stages of child development from birth to adolescence 2.3 Principles of physical, cognitive, language, social, and emotional development 2.4 Age-appropriate developmental milestones 2.5 Normal variations in child development 2.6 Common developmental red flags at different ages 2.7 Indicators of developmental delays and disabilities 2.8 Factors influencing child development (genetic, environmental, nutritional, cultural) 2.9 Observation and monitoring techniques for child development 2.10 Use of basic developmental checklists and screening tools 2.11 Challenging behaviours and their developmental causes 2.12 Importance of early identification and intervention 2.13 Roles of caregivers, educators, and health professionals 2.14 Referral pathways and support services for developmental concerns 2.15 Ethical practices, child protection principles, and confidentiality requirements 2.16 Relevant policies, guidelines, and child development standard.
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Observing children’s behaviour and development accurately 3.2 Comparing observed development with expected milestones 3.3 Identifying early warning signs and red flags 3.4 Recording observations clearly and systematically 3.5 Communicating developmental concerns sensitively to parents or caregivers 3.6 Applying age-appropriate observation methods 3.7 Monitoring developmental progress over time

	<p>3.8 Distinguishing between normal variation and developmental delay</p> <p>3.9 Responding appropriately to challenging behaviours</p> <p>3.10 Using simple developmental screening tools correctly</p> <p>3.11 Following organizational procedures and referral processes</p> <p>3.12 Maintaining accurate, confidential records</p> <p>3.13 Working collaboratively with families and professionals</p> <p>3.14 Applying ethical judgment and child-centred practices</p> <p>3.15 Reflecting on own practice to improve observation and assessment skills.</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 learning resources</p> <p>5.3 relevant guidelines, procedures</p> <p>5.4 materials relevant to the proposed activities</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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-CITC-02-L3-V2: Provide Care & Support in Activities of Daily Living
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to provide care and support in activities of daily leaving.</p> <p>It includes the tasks of feeding the child, performing toilet training, putting children to sleep, instilling personal hygiene practices to children, bathing and dress the children and measuring vital sign and administer drug</p>
Nominal Hours	80 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Feed the child	<p>1.1 <u>Feeding utensils</u> are Sterilized as per job requirement;</p> <p>1.2 <u>Desired foods</u> are prepared according to child age;</p> <p>1.3 Children are positioned for feeding;</p> <p>1.4 Children are cleaned before and after meal;</p> <p>1.5 Children are fed following feeding schedule and standard procedure;</p> <p>1.6 Utensils are cleaned and stored according to workplace standard;</p> <p>1.7 Workplace is cleaned as per standard procedure.</p>
2. Perform toilet training	<p>2.1 Child's readiness for toilet training is identified;</p> <p>2.2 Hygiene and safety requirements are followed;</p> <p>2.3 Appropriate toilet training equipment is used;</p> <p>2.4 Child is guided using positive and supportive techniques;</p> <p>2.5 Routine and consistency are maintained;</p> <p>2.6 Privacy and dignity of the child are respected;</p> <p>2.7 Child's independence is encouraged;</p> <p>2.8 Health, safety, and cultural considerations are applied.</p>
3. Put children to sleep	<p>3.1 Sleeping schedule is maintained;</p> <p>3.2 Children' crib are prepared as per procedure;</p> <p>3.3 Children are <u>prepared for sleeping</u> following standard procedure;</p> <p>3.4 Children are put to sleep as per <u>child's preference.</u></p>
4. Instill personal hygiene practices to children	<p>4.1 Hygiene practices are explained clearly to children based on established procedures;</p> <p>4.2 Personal hygiene procedure is demonstrated to children based on health and safety procedures;</p> <p>4.3 <u>Tools and Equipment</u> for child care are maintained based on healthy environment;</p> <p>4.4 Children were assisted to maintain personal hygiene while playing.</p>

5. Bathe and dress the children	5.1 <u>Bathing accessories</u> are prepared as per procedure; 5.2 Bath water quantity and temperature are checked based on health requirements of the child; 5.3 Children are bathed according to standard procedure; 5.4 Children are assisted in dressing up according to prevailing weather condition; 5.5 Children’s preferences and decisions are acknowledged, respected and followed whenever appropriate and possible; 5.6 Children with difficult behavior in bathing are dealt with appropriately as per procedure; 5.7 <u>Comforters</u> are made available to infant and toddler when Needed.
6. Measure vital sign and administer drug	6.1 <u>Vital signs</u> are measured and recorded; 6.2 <u>Common Sickness of children</u> is identified, recorded and informed to proper authority; 6.3 First aid is provided according to identified needs following standard procedure; 6.4 Drug is provided following <u>doctor’s prescription</u> .
Range of Variables	
Variable	Range (may include but not limited to):
1. Feeding utensils	1.1 Feeding bottles 1.2 Bottle nipples/teats 1.3 Spoons (soft-tip, age-appropriate) 1.4 Bowls and plates (non-slip, child-safe) 1.5 Cups (Sippy cups, training cups) 1.6 Bibs 1.7 High chairs or booster seats 1.8 Food warmers or sterilizers 1.9 Bottle cleaning brushes 1.10 Food storage containers (clean, labelled)
2. Desired food	2.1 Breast milk 2.2 Infant formula 2.3 Soft mashed foods 2.4 Pureed fruits and vegetables 2.5 Cooked cereals and grains 2.6 Protein foods (lentils, eggs, fish, meat – age-appropriate) 2.7 Dairy products (milk, yogurt, cheese – age-appropriate) 2.8 Finger foods (soft and safe) 2.9 Nutritious snacks 2.10 Clean drinking water
3. Prepared for sleeping	3.1 Clean, safe sleeping area 3.2 Appropriate bed, cot, or mattress 3.3 Clean bedding (sheet, blanket) 3.4 Comfortable room temperature and ventilation

	<ul style="list-style-type: none"> 3.5 Low noise and calm environment 3.6 Dim lighting or darkness 3.7 Clean and dry child (diaper changed, comfortable clothing) 3.8 Personal comfort items (blanket, soft toy, if appropriate) 3.9 Hygiene practices followed before sleep 3.10 Safe sleep positioning according to age 3.11 TV/Devices are switched off at least before 1 hour 3.12 Night dress 3.13 Brushing tooth (Toddlers) 3.14 Maintain room lighting and noise
4. Child's preference	<ul style="list-style-type: none"> 4.1 Preferred sleeping position (age-appropriate and safe) 4.2 Need for a comfort object (toy, blanket) 4.3 Preference for light or darkness 4.4 Preferred level of quiet or soft background sound 4.5 Individual sleep routine or timing 4.6 Preference for sleeping alone or near caregiver 4.7 Cultural or family-based sleeping practices 4.8 Need for reassurance (rocking, gentle patting, storytelling) 4.9 Singing 4.10 Story telling 4.11 Waling on lap
5. Tools and equipment	<ul style="list-style-type: none"> 5.1 Infants crib/bed 5.2 Blanket/comforters 5.3 Infant carrier 5.4 Stroller 5.5 Bassinet 5.6 Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) 5.7 Baby's layettes 5.8 Feeding bottles with cap, ring and nipple 5.9 Thermometer 5.10 Sterilizer kits 5.11 Cleaning solution 5.12 Infant's/Toddler's formula 5.13 Bibs 5.14 Hot water bottle 5.15 Nursery rhymes and story books 5.16 Toys for the crib (mobile) 5.17 Infants/Toddlers toys 5.18 Baby dummy 5.19 Wet wipes

6. Bathing accessories	<ul style="list-style-type: none"> 6.1 Baby bathtub or bathing basin 6.2 Non-slip bath mat 6.3 Mild, child-safe soap or body wash 6.4 Shampoo (tear-free) 6.5 Soft washcloth or sponge 6.6 Towel (soft, clean, age-appropriate) 6.7 Bath thermometer (to check water temperature) 6.8 Cup or jug for rinsing 6.9 Baby lotion or moisturizer 6.10 Clean clothes and diaper after bath 6.11 Bath toys (safe, washable, age-appropriate) 6.12 Bath support seat (for infants, if required)
7. Comforters	<ul style="list-style-type: none"> 7.1 Special toys 7.2 Blankets 7.3 Dummies
8. Common Sickness of children	<ul style="list-style-type: none"> 8.1 Fever 8.2 Common cold and flu 8.3 Cough and sore throat 8.4 Diarrhoea 8.5 Vomiting 8.6 Ear infection 8.7 Skin rashes or allergies 8.8 Worm infestation 8.9 Eye infections (e.g., conjunctivitis) 8.10 Respiratory infections 8.11 Dehydration 8.12 Minor injuries (cuts, bruises)
9. Vital signs	<ul style="list-style-type: none"> 9.1 Body temperature 9.2 Pulse / heart rate 9.3 Respiratory rate 9.4 Blood pressure (age-appropriate, when required) 9.5 Oxygen saturation (if monitoring equipment is available) 9.6 Level of consciousness / alertness 9.7 Skin color and condition (e.g., pale, flushed)
10. Doctor's prescription	<ul style="list-style-type: none"> 10.1 Prescribed medicines (name, dose, frequency) 10.2 Method of administration (oral, topical, inhalation) 10.3 Duration of medication 10.4 Special instructions (before/after food) 10.5 Restrictions or precautions 10.6 Follow-up visit instructions 10.7 Dietary or fluid recommendations 10.8 Rest or activity limitations 10.9 Allergy warnings 10.10 Referral to specialist or further tests (if required)

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>Assessment required evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1 applied child-centered, age-appropriate care practices in activities of daily leaving 1.2 maintained safe, hygienic, and infection-control procedures 1.3 fed the child 1.4 performed toilet training 1.5 put children to sleep 1.6 bathed and dressed the children 1.7 measured vital sign and administered drug 1.8 used appropriate tools, equipment, and materials correctly for feeding, toileting, bathing, hygiene, sleeping, and vital-sign measurement 1.9 recorded and reported care activities, observations, and health information
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1 Concepts and importance of Activities of Daily Living (ADL) 2.2 Types of ADL (personal hygiene, feeding, dressing, mobility, toileting, rest and sleep 2.3 Nature of infants/toddlers. 2.4 Bathing paraphernalia: types, uses, specification. 2.5 Vital sign 2.6 Procedures of taking vital signs. 2.7 Safe handling and movement techniques 2.8 Basic nutrition and feeding principles 2.9 Use of personal care equipment and assistive devices 2.10 Procedures in bathing and dressing/undressing of Children. 2.11 Chile diet. 2.12 Feeding procedures. 2.13 Types and uses of clothes and underwear. 2.14 Cleaning and sterilized procedures. 2.15 Cultural, religious, and individual preferences in care 2.16 Roles and responsibilities of caregivers 2.17 Ethical standards, confidentiality, and consent 2.18 Emergency procedures and first aid basics.
3. Underpinning skills	<ol style="list-style-type: none"> 3.1 Measuring vital signs. 3.2 Implementing proper cleaning and sterilized procedures. 3.3 Implementing proper bathing skills for infant/toddler. 3.4 Assisting individuals with personal hygiene and grooming 3.5 Supporting safe feeding and hydration 3.6 Assisting with dressing and undressing respectfully 3.7 Supporting mobility, positioning, and transfers safely 3.8 Assisting with toileting and continence care

	<p>3.9 Preparing for rest and sleep</p> <p>3.10 Using care equipment and assistive devices correctly</p> <p>3.11 Applying infection control and hygiene practices</p> <p>3.12 Identifying signs of discomfort, illness, or distress</p> <p>3.13 Communicating effectively with individuals and families</p> <p>3.14 Maintaining accurate care records and reports.</p>
4. Required attitudes	<p>4.1 Commitment to occupational safety and health</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Eagerness to learn</p> <p>4.5 Tidiness and timeliness</p> <p>4.6 Environmental concerns</p> <p>4.7 Respect for rights of peers and seniors at workplace</p> <p>4.8 Communicate with peers and seniors at workplace.</p>
5. Resource implication	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated);</p> <p>5.2 utensil, tools, equipment and facilities appropriate to the process or activity; and</p> <p>5.3 relevant standards and reference learning resources</p> <p>5.4 relevant guidelines, procedures</p> <p>5.5 training resources/materials relevant to the proposed activities.</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</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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-CITC-03-L3-V2: 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 the function of enhancing physical activities of children, providing planned and spontaneous experiences to foster the physical development of children, creating opportunities for child to foster skill development.</p>
Nominal Hours	70 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Enhance physical activities of children	<p>1.1 Children are provided with <u>tools and equipment</u> based on physical development needs according to age;</p> <p>1.2 Children are given physical activities based on needs.</p>
2. Provide structured and flexible activities to enhance children's physical skills.	<p>2.1 Identify and monitor children's physical skills and development;</p> <p>2.2 Provide appropriate opportunities to build children's <u>fine motor, gross motor and basic movement skills</u>;</p> <p>2.3 Choose a variety of <u>play resources</u> to promote children's overall movement skills;</p> <p>2.4 Play resources are arranged to provide challenge and choice, to encourage independence and to facilitate physically active play;</p> <p>2.5 Events are planned that extend children's physical activity through music and dance.</p>
3. Create opportunities for children to perform sensory play	<p>3.1 Sensory play needs of children are identified;</p> <p>3.2 Appropriate <u>sensory materials and resources</u> are selected;</p> <p>3.3 Safe and inclusive sensory environments are created;</p> <p>3.4 Individual differences and special needs are accommodated;</p> <p>3.5 Children are encouraged to explore Sensory play experience freely;</p> <p>3.6 Hygiene and safety practices are followed;</p> <p>3.7 Observations are recorded and communicated.</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</p>

are encouraged when participating in physically active play.

Range of Variables	
Variable	Range (may include but not limited to):
1. Tools and equipment	1.1 Playpen with approximate toys according to age group 1.2 Audio visual equipment 1.3 Coloring books 1.4 Color 1.5 Pencils 1.6 Peg boards 1.7 Scissors 1.8 Paper 1.9 Activity kit 1.10 Books
2. Fine motor	2.1 Grasping, holding, and releasing objects 2.2 Hand-eye coordination activities 2.3 Finger isolation and manipulation 2.4 Drawing, colouring, and painting 2.5 Cutting, threading, stacking, and sorting 2.6 Use of small tools and manipulatives 2.7 Self-help fine motor tasks (buttons, zippers, spoons)
3. Gross motor	3.1 Crawling, walking, running, and jumping 3.2 Climbing, balancing, hopping, and skipping 3.3 Throwing, catching, kicking, and rolling 3.4 Pushing, pulling, lifting, and carrying 3.5 Postural control and whole-body coordination
4. Basic movement skills	4.1 Locomotor skills (walking, running, jumping) 4.2 Non-locomotor skills (bending, stretching, twisting) 4.3 Object control skills (throwing, catching, striking) 4.4 Directional movement (forward, backward, sideways) 4.5 Rhythm, timing, and coordination of movement 4.6 Body awareness and spatial orientation
5. Play resources	5.1 Indoor play equipment 5.2 Outdoor play equipment 5.3 Balls, hoops, cones, and tunnels 5.4 Climbing and balance equipment 5.5 Push-and-pull toys 5.6 Ride-on and wheeled toys 5.7 Construction and physical play materials
6. Sensory materials and resources	6.1 Textured and tactile materials 6.2 Sand, water, and natural materials 6.3 Play dough, clay, and malleable resources 6.4 Visual materials (colours, shapes, lights) 6.5 Sound-producing toys and musical instruments 6.6 Materials stimulating touch, sight, sound, and movement

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>Assessment required evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1 planned age-appropriate physical activities 1.2 provided structured and flexible activity opportunities 1.3 created safe and inclusive sensory play experiences 1.4 interacted positively with children.
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1 Children’s physical development and skill development 2.2 Experiences that will target specific areas of physical development 2.3 fine and gross motor and fundamental movement skills 2.4 Needs of children with a sensory/physical disability 2.5 Equipment, toys and resources that can be used to stimulate physical development. 2.6 Basic movement skills 2.7 Play resources 2.8 Sensory materials and resources 2.9 Physical development and other areas of development – 2.10 especially social and psychological development.
3. Underpinning skills	<ol style="list-style-type: none"> 3.1 Identifying tools and equipment need for children physical development 3.2 Providing exercise or activities based on needs 3.3 Identifying opportunities and factors to support children development 3.4 Communication skills 3.5 Identifying children’s physical abilities, developmental stages, interests, and progress 3.6 Designing and sequencing structured and flexible physical and sensory activities 3.7 Engaging children actively in movement and sensory play. 3.8 Safety and risk-management skills
4. Required attitudes	<ol style="list-style-type: none"> 4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace.
5. Resource implication	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> 5.1 workplace (actual or simulated); 5.2 play resources and 5.3 tools, equipment and facilities appropriate to the process or activity; and 5.4 relevant standards and reference learning resources 5.5 relevant guidelines, procedures

	5.6 training resources/materials relevant to the proposed activities.
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 written test</p> <p>6.2 demonstration</p> <p>6.3 oral questioning</p> <p>6.4 portfolio</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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-CITC-04-L3-V2: Foster the Psychological Development of Children
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to foster the psychological development of children.</p> <p>It includes the tasks of 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.</p>
Nominal Hours	60 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 stimulated to express their feelings, ideas and needs based on social norm;</p> <p>2.2 Provide activities that help children express and release feelings based on 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 Encourage awareness of body movements using activities suited to children's development;</p> <p>3.4 Materials and experiences are provided that would stimulate their various senses based on their interests;</p> <p>3.5 Experiences that develop and enhance imagination and creativity are provided based on their interests.</p>

4. Foster children's self-esteem	<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 negative feeling activities;</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	<p>Assessment required evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1 provided opportunities that support children’s independence and autonomous decision-making 1.2 encouraged children to express their feelings, ideas, and needs in a safe and respectful manner 1.3 facilitated activities that stimulate children’s awareness, curiosity, and creativity 1.4 reinforced children’s self-esteem through positive feedback and recognition of effort 1.5 maintained a supportive and inclusive environment that promotes psychological well-being.
2. Underpinning knowledge	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors at workplace 4.8 Communicate with peers and seniors at workplace.
5. Resource implication	<p>The following resources must be available:</p> <ol style="list-style-type: none"> 5.1 workplace (actual or simulated); 5.2 play resources and 5.3 tools, equipment and facilities appropriate to the process or activity; and 5.4 relevant standards and reference learning resources 5.5 relevant guidelines, procedures 5.6 training resources/materials relevant to the proposed activities.

	5.7 es
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 center.</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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-CITC-05-L3-V2: Support Children with Special Needs in Activities of Daily Living
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in managing children with special needs in activities of daily living. It specifically includes the tasks of identifying individual needs and abilities of the child, supporting children in daily living activities, applying appropriate support strategies and monitoring, recording, and reporting progress.
Nominal Hours	60 Hours
Elements of competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Identify individual needs and abilities of the child	1.1 Child's physical, cognitive, emotional, and social needs are identified through observation and available information; 1.2 Individual abilities, limitations, and preferences are recognized and respected; 1.3 Information from parents, caregivers, and professionals is considered; 1.4 Support requirements are identified according to developmental stage and disability type; 1.5 A <u>supportive and inclusive environment</u> are prepared.
2. Support children in daily living activities	2.1 Assistance is provided in feeding; 2.2 Assistance is provided in toileting; 2.3 Assistance is provided in bathing and grooming; 2.4 Assistance is provided in personal hygiene; 2.5 Support is given according to the child's ability, encouraging independence where possible; 2.6 Instructions and guidance are communicated clearly and patiently; 2.7 Child's dignity, privacy, and rights are maintained during all activities.
3. Apply appropriate support strategies	3.1 Positive, respectful, and child-centred approaches are used; 3.2 Activities are adapted to meet individual needs and abilities; 3.3 Using <u>assistive devices</u> are assisted; 3.4 Assistive devices are maintained; 3.5 Behaviour support strategies are identified and applied when required; 3.6 Cultural, family, and individual preferences are respected;

4. Monitor, record, and report progress	<p>4.1 Child’s participation and progress in daily living activities are observed;</p> <p>4.2 Changes in needs, abilities, or behaviour are identified and noted;</p> <p>4.3 Information is recorded accurately according to organizational procedures;</p> <p>4.4 Relevant information is communicated to parents, caregivers, and professionals.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Supportive and inclusive environment	<p>1.1 Physical environments adapted for accessibility (ramps, handrails, modified furniture, safe flooring)</p> <p>1.2 Emotional environments that promote respect, empathy, and positive reinforcement</p> <p>1.3 Social environments encouraging participation, peer interaction, and inclusion</p> <p>1.4 Structured yet flexible routines that accommodate individual needs</p> <p>1.5 Safe environments that minimize risks and sensory overload.</p>
2. Assistive devices	<p>2.1 Mobility aids (wheelchairs, walkers, standing frames)</p> <p>2.2 Self-care aids (adaptive cutlery, dressing aids, toileting supports)</p> <p>2.3 Communication aids (picture cards, communication boards, AAC devices)</p> <p>2.4 Sensory aids (weighted items, tactile tools, noise-reduction devices)</p> <p>2.5 Learning and activity aids (adaptive toys, modified writing tools)</p> <p>2.6 Personal safety aids (support belts, non-slip mats, protective equipment).</p>
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspect of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 assessed individual needs, abilities, and support requirements of each child</p> <p>1.2 assisted children in daily living activities while promoting independence and dignity</p> <p>1.3 applied appropriate, safe, and child-centered support strategies</p> <p>1.4 adapted support approaches according to the child’s response and changing needs</p>

	1.5 monitored, recorded, and reported child progress accurately and confidentially.
2. Underpinning knowledge	2.1 Supportive and inclusive environment 2.2 Assistive devices 2.3 Development Screening 2.4 Types of special needs and their impact on child development 2.5 Developmental milestones and individual variations 2.6 Observation and basic assessment methods for identifying needs and abilities 2.7 Activities of daily living (ADL) and age-appropriate support requirements 2.8 Safe care practices, hygiene, and use of assistive devices 2.9 Child-centered and inclusive support strategies 2.10 Monitoring techniques and progress-tracking methods 2.11 Documentation, reporting procedures, and confidentiality requirements.
3. Underpinning skills	3.1 Observing and identify individual needs and abilities 3.2 Communicating effectively with children using appropriate methods 3.3 Assist children safely in activities of daily living 3.4 Applying child-centered and inclusive support strategies 3.5 Using assistive devices and adaptive tools correctly 3.6 Encouraging independence and participation respectfully 3.7 Monitoring child responses and adjust support accordingly 3.8 Recording and reporting progress accurately and confidentially.
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/learning materials 5.3 necessary devices 5.4 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	<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>
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Accreditation Requirements

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References:

- CS on Caregiving for Infant, Toddler and Children developed by the National Skills Development Authority (NSDA)

Review of Competency Standard

The Competency Standards for National Skills Certificate Level-3 in Caregiving for Infants, Toddlers and Children is Reviewed and Validated by NSDA on 18 December 2025.

List of Members of Review Workshop

Sl. No.	Name and Designation	Institution Address	Mobile and E-mail	Signature
1.	Amit Mondal Co-Ordinator (monitoring and Job Placement), ISISC	Informal Sector Industry Skills Council (ISISC) Doyel SA Tower, Mirpur, Dhaka	Mobile: +8801795383812 Email: amitmondalofficial25@gmail.com	
2.	Dr. Rajib Hasan Deputy Director	Jatiyo Pratibandhi Unnayan Foundation (JPUF), MoSW, A/4, Mirpur-14, Dhaka-1206.	Mobile: +88-01714060775 Email: drajibhasan786@gmail.com	
3.	Hero Dhar Assistant Director (Training)	National Institute of Population research & Training (NIPORT), Dhaka	Mobile: +8801833822482 Email: narayankumergf@gmail.com	
4.	Md. Khairul Wara Instructor and Communication Focal	Sajeda Foundation, Dhaka	Mobile: 01859 050042 Email: mdwara24@gmail.com / khairul@sajida.org	
5.	H. M. Abubakar Siddik Consultant Speech and Language Therapist	Life Skill, Dhaka	Mobile: 01721 098571 Email: siddiksltdu@gmail.com	
6.	Deepongkar Bardhan Lead Trainer	Aichi Hospital, Dhaka	Mobile: 01916 529128 Email: bardhandepongkar@gmail.com	
7.	Dr. Irin Binte Azad Clinical Lead	Nurture Nest, Bangladesh Psychiatric Care Limited. Dhaka.	Mobile: 01765 437217 Email: rinbinteazad@gmail.com	
8.	Sabikun Nahar Koya In-charge and Senior Behavior Therapist	Softwood Therapy Point	Mobile: 01983590981 Email: sabikunstkeya@gmail.com	
9.	Mahmuda Akhter Physiotherapy Consultant and Gerontologist	Uncle Physio Care	Mobile: +88 01674-223333 Email: mahmud0913@gmail.com	

10.	Dr. Shabnam Saba Phase B Resident Child and Adolescent Psychiatry, Department of Psychiatry	Bangladesh Medical University	Mobile: 01757 176058 Email:	
11.	Sonia Akram Owner& director	ABC Early Learning Daycare Center	01783892527 Email: abcdaycarebd@gmail.com	
12.	Md. Nazrul Islam Competency Standard Expert	National Skills Development Authority (NSDA)	Mobile: +880 1711 273708 Email: ndewli@yahoo.com	