



# **COMPETENCY STANDARD FOR DOMESTIC WORK**

**Level: 02**

**(Informal Sector)**

**Competency Standard Code: CS-IS-DW-L2-EN-V1**



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



## Copyright

---

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

National Skills Development Authority (NSDA) is the owner of this document. Other interested parties must obtain written permission from NSDA for reproduction of information in any manner, in whole or in part, of this Competency Standard, in English or other language.

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

This document has been developed by NSDA in association with Informal Sector, industry representatives, academia, related specialist, trainer and related employee.

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 combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Domestic Work**" 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 will be listed on the NSDA's online portal.

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

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

## Overview

---

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

The purpose of a competency standards is to:

- provide a consistent and reliable set of 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 guide

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, Level-2 in  
Domestic Work in Informal Sector**

**Level Descriptors of NSQF (BNQF 1-6)**

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

## List of Abbreviations

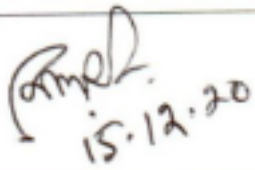
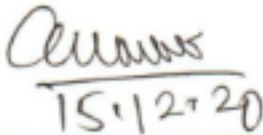
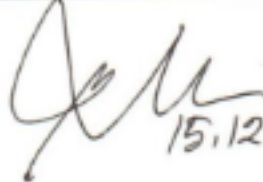
CS	Competency Standard
ISC	Industry Skills Council
NSDA	National Skills Development Authority
NSQF	National Skills Qualifications Framework
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
SCVC	Standards and Curriculum Validation Committee
STP	Skills Training Provider
SOP	Standard Operating Procedure
UoC	Unit of Competency





## Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
<b>Dulal Krishna Saha</b> Executive Chairman (Secretary) National Skills Development Authority (NSDA)	
<b>Mohammad Rezaul Karim</b> Member (Skills Standard & Certification) Additional Secretary National Skills Development Authority (NSDA)	 15.12.20
<b>Md. Nurul Amin</b> Member (Admin & Finance) Joint Secretary National Skills Development Authority (NSDA)	 15.12.20
<b>Alif Rudaba</b> Member (Planning & Research) and Member (Coordination & Evaluation) Joint Secretary National Skills Development Authority (NSDA)	 15.12.2020

**Dulal Krishna Saha**  
Executive Chairman (Secretary)  
National Skills Development Authority (NSDA)  
Date:

  
Engr. B. M. Shariful Islam  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Minister's Office, Dhaka



## Table of Contents

<b>Copyright</b> .....	<b>i</b>
<b>Introduction</b> .....	<b>ii</b>
<b>Overview</b> .....	<b>iii</b>
<b>Level Descriptors of NSQF (BNQF 1-6)</b> .....	<b>iv</b>
<b>List of Abbreviations</b> .....	<b>v</b>
<b>Course Structure</b> .....	<b>1</b>
<b>OU-IS-DW-01-L2-V1: Carry Out Deep Cleaning</b> .....	<b>5</b>
<b>OU-IS-DW-02-L2-V1: Perform Elderly Care</b> .....	<b>9</b>
<b>OU-IS-DW-03-L2-V1: Perform Child Care</b> .....	<b>13</b>
<b>OU-IS-DW-04-L2-V1: Use Advance Home Appliances</b> .....	<b>17</b>

**Competency Standards for National Skill Certificate, Level-2 in  
Domestic Work in Informal Sector**

**Course Structure**

<b>SL No</b>	<b>Unit code and Title</b>	<b>UOC Level</b>	<b>Nominal (hours)</b>	
<b>Generic Units of Competencies</b>				
<b>Sector Specific Units of Competencies</b>				
<b>Occupation Specific Units of Competencies</b>				
1.	OU-IS-DW-01-L2-V1	Carry out Deep Cleaning	2	60
2.	OU-IS-DW-02-L2-V1	Perform Elderly Care	2	50
3.	OU-IS-DW-03-L2-V1	Perform Child Care	2	60
4.	OU-IS-DW-04-L2-V1	Use Advance Home Appliances	2	50
<b>Sub Total</b>				<b>220</b>
<b>Total Duration</b>				<b>220</b>

## Units & Elements at Glance

### Occupation specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
OU-IS-DW-01-L2-V1	Carry out Deep Cleaning	<ol style="list-style-type: none"> <li>1. Perform deep cleaning for bedroom</li> <li>2. Perform deep cleaning for washroom</li> <li>3. Perform deep cleaning for drawing / dining / study room</li> </ol>	60
OU-IS-DW-02-L2-V1	Perform Elderly Care	<ol style="list-style-type: none"> <li>1. Assist to maintain personal hygiene</li> <li>2. Assist to take food and medicine</li> <li>3. Assist to use caring tools</li> <li>4. Assist to take rest</li> <li>5. Give accompany</li> <li>6. Ensure safety and security</li> </ol>	50
OU-IS-DW-03-L2-V1	Perform Child Care	<ol style="list-style-type: none"> <li>1. Provide care and support for infants and children (0-2 years)</li> <li>2. Provide care and support for toddlers in a household (2-4 years)</li> <li>3. Feed the child</li> <li>4. Carry out bathing and dressing</li> <li>5. Organize toys</li> </ol>	60
OU-IS-DW-04-L2-V1	Use Advance Home Appliances	<ol style="list-style-type: none"> <li>1. Identify advance home appliances</li> <li>2. Operate advance home appliances</li> <li>3. Maintain appliances and workplace</li> </ol>	50
<b>Total Hours</b>			<b>220</b>



# **Occupation Specific Units of Competencies**

<b>Unit Code and Title</b>	<b>OU-IS-DW-01-L2-V1: Carry Out Deep Cleaning</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to carry out deep cleaning. It includes performing deep cleaning in the bedroom, deep cleaning for washroom and deep cleaning in the drawing / dining / study room.
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Perform deep cleaning for bedroom	<p>1.1 OSH is followed and <b><u>Personal Protective Equipment (PPE)</u></b> is used.</p> <p>1.2 Deep <b><u>cleaning tools and equipment</u></b> are collected according to the job requirement.</p> <p>1.3 Drapes are removed for cleaning.</p> <p>1.4 <b><u>Household items</u></b> are moved for cleaning.</p> <p>1.5 <b><u>Bedroom fixtures and areas</u></b> are cleaned according to the set schedule.</p> <p>1.6 Household items are repositioned.</p> <p>1.7 Deep cleaning tools and equipment are cleaned and stored as per workplace standard.</p>
2. Perform deep cleaning for washroom	<p>2.1 Deep cleaning equipment is collected.</p> <p>2.2 <b><u>Disposal items</u></b> from the bathroom are moved.</p> <p>2.3 Cleaning agents and disinfectants are used.</p> <p>2.4 <b><u>Certain areas</u></b> are cleaned.</p> <p>2.5 Toiletries are placed at the designated place.</p> <p>2.6 Waste are collected and disposed.</p>
3. Perform deep cleaning for drawing / dining / study room	<p>3.1 <b><u>Hanged items</u></b> are removed and placed in a safe place.</p> <p>3.2 <b><u>Food items/crockeries</u></b> are covered and placed in a safe place.</p> <p>3.3 Lamps and knick-knacks are carefully dusted</p> <p>3.4 <b><u>Furniture</u></b> is dusted.</p> <p>3.5 Vacuum cleaner is used to reach under cabinets and other <b><u>tough areas</u></b>.</p> <p>3.6 Moved items are repositioned.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal Protective Equipment (PPE)	<p>1.1 Apron</p> <p>1.2 Hand Gloves</p> <p>1.3 Mask</p> <p>1.4 Hair Net</p> <p>1.5 Plastic Sandal</p>



2. Cleaning tools and equipment	2.1 Wet and Dry vacuum cleaner 2.2 Extension rod/handle 2.3 Manual- sweeping equipment 2.4 Mopping equipment, vacuum cleaner.
3. Household items	3.1 Sofa 3.2 Wall cabinet 3.3 Dressing table 3.4 Drinking glass/jug
4. Bedroom fixtures and areas	4.1 Walls 4.2 Hidden Areas 4.3 Wall hanging 4.4 Fixtures 4.5 Furniture 4.6 Carpets and mats 4.7 Storage area 4.8 Curtains 4.9 Rugs 4.10 Cupboards 4.11 Windows
5. Disposal items	5.1 Toiletries 5.2 Towels 5.3 Toilet rolls
6. Certain areas	6.1 Floors 6.2 Surfaces 6.3 Loading docks 6.4 Exhaust systems 6.5 Bathroom wall 6.6 Commode / pan 6.7 Shower floor 6.8 Shower nozzle 6.9 Basin counter/ shelves 6.10 Floor tiles
7. Hanged items	7.1 Picture frames 7.2 Wall mat 7.3 Wall Watch 7.4 Calendar 7.5 Show piece
8. Food items/crockeries	8.1 Cutlery set 8.2 Fruits
9. Furniture	9.1 Sofa 9.2 Wall cabinet 9.3 Cupboards 9.4 Wall cabinet 9.5 Dressing table 9.6 Bed-side table
10. Tough areas	10.1 Cobwebs 10.2 Kitchen corners

	<p>10.3 Inside of oven</p> <p>10.4 Refrigerator corner</p>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
<p>1. Critical aspects of competency</p>	<p>Assessment required evidences that the candidate:</p> <p>1.1 used deep cleaning tools with appropriate method.</p> <p>1.2 cleaned bedroom fixtures and areas.</p> <p>1.3 cleaned certain areas.</p> <p>1.4 performed maintenance of the deep cleaning tools.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Definition of cleaning tools.</p> <p>2.2 Disposal items certain areas.</p> <p>2.3 Different types of cleaning requirement.</p> <p>2.4 Procedure of the use of hand tools.</p> <p>2.5 Dusting procedures of Knick-knacks and lamps.</p>
<p>3. Underpinning skills</p>	<p>3.1 Using hand tools.</p> <p>3.2 Using cleaning tools with appropriate SOP.</p> <p>3.3 Cleaning and moving bedroom fixtures and areas.</p> <p>3.4 Performing deep cleaning activities.</p> <p>3.5 Cleaning equipment and deep cleaning tools.</p> <p>3.6 Using vacuum cleaner.</p>
<p>4. Required attitudes</p>	<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 Communication with peers and seniors at workplace.</p>
<p>5. Resources implication</p>	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 construction materials</p> <p>5.3 tools appropriate to the construction process</p> <p>5.4 information and documentation</p> <p>5.5 product specifications</p> <p>5.6 manual, codes, standards and reference materials.</p>
<p>6. Methods of assessment</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 for assessment	<p>7.1 Competency assessment must be done in NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/nominated assessor</p>
---------------------------	--

**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.

<b>Unit Code and Title</b>	<b>OU-IS-DW-02-L2-V1: Perform Elderly Care</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform elderly care. It specifically includes assisting to maintain personal hygiene, taking food and medicine, using caring tools, assisting to take rest, giving accompany and ensuring safety and security.
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Assist to maintain personal hygiene	1.1 Assistance is provided while toileting & washing 1.2 Assistance is provided using brushing tools 1.3 Assistance is provided to changing clothes 1.4 Regular bath is maintained using <b><u>bathing tools</u></b> . 1.5 Comb and <b><u>cosmetics</u></b> are applied as per requirement. 1.6 <b><u>Tools</u></b> are used for shaping nails.
2. Assist to take food and medicine	2.1 <b><u>Feeding utensils</u></b> are sterilized as per job requirement 2.2 <b><u>Foods</u></b> are prepared as per prescribed chart 2.3 Elderly persons are prepared for the feeding 2.4 Food is provided/served to the elderly person according to feeding schedule 2.5 Utensils are cleaned and placed at the appropriate location after feeding 2.6 Elderly persons are remembered to take medicine as per schedule/ instruction.
3. Assist to use caring tools	3.1 <b><u>Caring tools</u></b> are identified. 3.2 Use of caring tools are interpreted. 3.3 Caring tools are prepared. 3.4 Caring tools are used as per requirement. 3.5 Caring tools are placed according to workplace standard.
4. Assist to take rest	4.1 <b><u>Places of rest</u></b> is prepared 4.2 Rest environment is prepared <b><u>using utilities</u></b> 4.3 Elderly persons are prepared for take rest
5. Give accompany	5.1 <b><u>Recreation materials</u></b> are identified. 5.2 Reading materials are placed in appropriate place 5.3 Recreation materials are organized in suitable place
6. Ensure safety and security	6.1 Elderly person couldn't injure when Nail and hair cut happened 6.2 Elderly person couldn't injure if any replacement needed. 6.3 Proper identification ensured before open the door
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Bathing tools	1.1 Liquid/bar Soap 1.2 Shampoo

	<ul style="list-style-type: none"> <li>1.3 Towel</li> <li>1.4 Hot/normal water</li> <li>1.5 Balti</li> <li>1.6 Mug</li> <li>1.7 Bath tub</li> <li>1.8 Shower</li> <li>1.9 Rubbing brush</li> </ul>
2. Cosmetics	<ul style="list-style-type: none"> <li>2.1 Cream</li> <li>2.2 Shaving foam</li> <li>2.3 After shave</li> <li>2.4 Shaving cream</li> <li>2.5 Powder</li> <li>2.6 Lotion</li> </ul>
3. Tools	<ul style="list-style-type: none"> <li>3.1 Nail Cutter</li> <li>3.2 Cuticle Pusher</li> <li>3.3 Nail File</li> </ul>
4. Feeding utensils	<ul style="list-style-type: none"> <li>4.1 plate</li> <li>4.2 glass</li> <li>4.3 Bowl</li> <li>4.4 Knife</li> <li>4.5 Spoon</li> <li>4.6 Jug</li> <li>4.7 Towel</li> <li>4.8 Napkin</li> <li>4.9 NG tube</li> <li>4.10 Syringe</li> </ul>
5. Foods	<ul style="list-style-type: none"> <li>5.1 Breakfast</li> <li>5.2 Morning snacks</li> <li>5.3 Lunch</li> <li>5.4 Evening snacks</li> <li>5.5 Dinner</li> </ul>
6. Caring tools	<ul style="list-style-type: none"> <li>6.1 Hot water bag / Ice bag.</li> <li>6.2 Wheel chair</li> <li>6.3 Walker</li> <li>6.4 Walking stick</li> </ul>
7. Places of rest	<ul style="list-style-type: none"> <li>7.1 Bed</li> <li>7.2 Sofa</li> <li>7.3 Devan</li> <li>7.4 Easy chair</li> <li>7.5 Dolna</li> <li>7.6 Floor mate</li> </ul>
8. Using utilities	<ul style="list-style-type: none"> <li>8.1 Fan</li> <li>8.2 Light</li> <li>8.3 AC</li> </ul>

9. Recreation materials	<ul style="list-style-type: none"> <li>9.1 Story books</li> <li>9.2 News paper</li> <li>9.3 Music CD</li> <li>9.4 Video CD</li> <li>9.5 Television</li> <li>9.6 Gardening instrument</li> </ul>
<p><b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 assisted to maintain personal hygiene.</li> <li>1.2 assisted to take food and medicine.</li> <li>1.3 assisted to using caring tools.</li> <li>1.4 ensured safety and security.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Contacting details of persons/ institution in case of emergency</li> <li>2.2 Different types of caring needs of elderly person</li> <li>2.3 Safe handling procedure and requirements regarding preparing food, serving food and feeding</li> <li>2.4 Signs of physical and mental disabilities that does not require medical expertise</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Providing assistance to maintain personal hygiene.</li> <li>3.2 Sterilizing feeding utensils.</li> <li>3.3 Using caring tools.</li> <li>3.4 Preparing places of rest.</li> <li>3.5 Ensuring safety and security</li> <li>3.6 Informing effectively if emergency situation raise</li> </ul>
4. Required attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational safety and health.</li> <li>4.2 Promptness in carrying out activities.</li> <li>4.3 Sincere and honest to duties.</li> <li>4.4 Eagerness to learn.</li> <li>4.5 Tidiness and timeliness.</li> <li>4.6 Environmental concerns.</li> <li>4.7 Respect for rights of peers and seniors at workplace.</li> <li>4.8 Communication with peers and seniors at workplace.</li> </ul>
5. Resources implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 workplace (actual or simulated)</li> <li>5.2 construction materials</li> <li>5.3 tools appropriate to the construction process</li> <li>5.4 information and documentation</li> <li>5.5 product specifications</li> <li>5.6 manual, codes, standards and reference materials.</li> </ul>

6. Methods of assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio.
7. Context for assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor
<p><b>Accreditation Requirements</b></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>	

<b>Unit Code and Title</b>	<b>OU-IS-DW-03-L2-V1: Perform Child Care</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform child care. It specifically includes - providing care and support for infants and children (0-2 years), providing care and support for toddlers in a household (2-4 years), feeding the child, carrying out bathing and dressing and organizing toys.
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Provide care and support for infants and children (0-2 years)	1.1 Positive relationship is established with family members and children. 1.2 <b><u>Caring needs of the infants and children</u></b> are carried out. 1.3 Possible challenging behavior of children and infants are identified. 1.4 Response are planned and agreed upon in case of occurrence of challenging behavior. 1.5 <b><u>Possible incidents</u></b> /concerns with regards to safety, challenging behavior and development are regularly communicated. 1.6 Procedures and required actions are agreed in case of emergency. 1.7 Performance in meeting the caring needs of infants and children is discussed and gaps identified.
2. Provide care and support for toddlers in a household (2-4 years)	2.1 <b><u>Caring needs of toddlers</u></b> are identified. 2.2 Caring needs of each infant and/or toddler are discussed and agreed with parents. 2.3 Schedule of work to provide are identified and agreed. 2.4 Caring needs is prepared and confirmed with parents. 2.5 A nurturing relationship with infant/s and/or toddler/s to be cared for is established. 2.6 <b><u>Nutritional requirements</u></b> of toddlers are identified. 2.7 Food/menu plan is prepared according to identified nutritional requirements, in consultation with parents. 2.8 Food is prepared according to food plan in a safe and hygienic environment. 2.9 Clean and hygienic environment is created by preparing the infants and/or toddlers as well as the feeding area. 2.10 Infants are fed properly and toddlers are assisted in feeding themselves to establish and maintain good eating habits.



3. Feed the child	<p>3.1 <b>Feeding utensils</b> are Sterilized as per job requirement</p> <p>3.2 <b>Desired foods</b> are prepared according to child age.</p> <p>3.3 Babies are prepared for the feeding</p> <p>3.4 Food is provided/served to the baby according to feeding schedule</p> <p>3.5 Utensils are stored according to workplace standard.</p>
4. Carry out bathing and dressing	<p>4.1 <b>Clean clothes</b> are Selected for the child</p> <p>4.2 Appropriate <b>bathing accessories</b> are Selected as per requirements</p> <p>4.3 Shower to the child is performed according to the job requirement/given instruction</p> <p>4.4 Child is well dressed up as per requirement/given instruction.</p> <p>4.5 Used items are restored according to workplace standard.</p>
5. Organize toys	<p>5.1 Clean toys are selected and organized.</p> <p>5.2 Accompany is provided during play time.</p> <p>5.3 Toys are stored according to workplace standard.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Caring needs of the infants and children	<p>1.1 Bathing and cleaning including washing face, hands and feet</p> <p>1.2 Brushing teeth</p> <p>1.3 Changing nappies and diapers for infants</p> <p>1.4 Cooking food suitable for infants and young children</p> <p>1.5 Dressing up for the day and for sleep</p> <p>1.6 Feeding infants and young children</p> <p>1.7 Playing with the infants and young children</p>
2. Possible incidents	<p>2.1 Facilities, products and equipment that are below standard, broken or faulty</p> <p>2.2 Not attaining development millstones by acceptable timeframe, showing signs of physical or mental disability</p> <p>2.3 Safety protection of domestic workers from abusive child behavior</p> <p>2.4 Throwing tantrum, insubordination, not complying to valid instructions</p>
3. Caring needs of toddlers	<p>3.1 Administering medication</p> <p>3.2 Bathing, cleaning</p> <p>3.3 Brushing teeth</p> <p>3.4 Changing nappies and diapers</p> <p>3.5 Cleaning and sterilizing objects used by infants and toddlers</p> <p>3.6 Dressing up for the day and for sleep</p> <p>3.7 Preparing food and feeding</p> <p>3.8 Washing face, hands and feet</p>
4. Nutritional requirements	<p>4.1 Age, body structure and activity level</p> <p>4.2 Any deficiency or disease that may require special attention</p> <p>4.3 Impact of food and drinks on oral and dental health</p>

5. Feeding utensils	<ul style="list-style-type: none"> <li>5.1 Plate</li> <li>5.2 Glass</li> <li>5.3 Bowl</li> <li>5.4 Spoon</li> <li>5.5 Water pot</li> <li>5.6 Flask</li> <li>5.7 Towel</li> <li>5.8 Napkin</li> </ul>
6. Desired Foods	<ul style="list-style-type: none"> <li>6.1 Breakfast</li> <li>6.2 Morning snakes</li> <li>6.3 Lunch</li> <li>6.4 Evening snakes</li> <li>6.5 Dinner</li> </ul>
7. Clean clothes	<ul style="list-style-type: none"> <li>7.1 Towel</li> <li>7.2 Napkin</li> </ul>
8. Bathing accessories	<ul style="list-style-type: none"> <li>8.1 Liquid/bar Soap</li> <li>8.2 Shampoo</li> <li>8.3 Towel</li> <li>8.4 Hot/normal water</li> <li>8.5 Balti</li> <li>8.6 Mug</li> <li>8.7 Bath tub</li> <li>8.8 Shower</li> <li>8.9 Rubbing brush</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of 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"> <li>1.1 followed the technique to safe from possible incidents.</li> <li>1.2 identified nutritional requirements.</li> <li>1.3 maintained clean and hygienic environment when produce and serve food.</li> <li>1.4 followed some technique while giving bath to infant</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Contacting details of persons/ institution in case of emergency.</li> <li>2.2 Different types of caring needs of infants and children</li> <li>2.3 Safe handling procedure and requirements regarding preparing food, serving food and feeding</li> <li>2.4 Safety requirements regarding working with infants, children and toddler</li> <li>2.5 Signs of physical and mental disabilities that does not require medical expertise.</li> </ul>

3. Underpinning skills	3.1 Communicating effectively with infant, toddler, parent and other family member. 3.2 Supporting to caring needs of the infants and children. 3.3 Preparing caring needs with parents. 3.4 Preparing food according to food plan. 3.5 Performing shower to the child according to the job requirement. 3.6 Providing accompany. 3.7 Planning improved performance.
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 Communication with peers and seniors at workplace.
5. Resources implication	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Proper instruction 5.3 Bathing accessories 5.4 Different dresses 5.5 Different types of toys (infant to toddler) 5.6 feeding utensils 5.7 information and documentation 5.8 product specifications 5.9 Manual, codes, standards and reference materials.
6. Methods of assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio.
7. Context for assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor
<p><b>Accreditation Requirements</b></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>	

<b>Unit Code and Title</b>	<b>OU-IS-DW-04-L2-V1: Use Advance Home Appliances</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to use advance home appliances. It specifically includes- identifying advance home appliances, operating advance home appliances and maintaining appliances and workplace.
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify advance home appliances	1.1 OSH are followed and <b><u>PPE</u></b> is used. 1.2 <b><u>Advance home appliances</u></b> are identified. 1.3 Purpose home appliances are stated.
2. Operate advance home appliances	2.1 Appliances are prepared to operate. 2.2 Appliances are operated as per standard. 2.3 Safety requirements are complied with before, during and after use.
3. Maintain appliances and workplace	3.1 Appliances are cleaned using <b><u>cleaning materials</u></b> as per Standard. 3.2 Appliances are dried. 3.3 Appliance components are assembled if required 3.4 Appliances is stored in designated place. 3.5 Work place is cleaned as per workplace standard.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. PPE	1.1 Apron 1.2 Hand Gloves 1.3 Mask 1.4 Hair Net 1.5 Safety shoes 1.6 Plastic Sandal
2. Advance Home appliances	2.1 Vacuum cleaner 2.2 Fabric steamer 2.3 Dish washer 2.4 Washing machine 2.5 Induction cooker
3. Cleaning materials	3.1 Cloths 3.2 Jute 3.3 Soap/detergent powder 3.4 Water 3.5 Mop 3.6 Brush 3.7 Air gun

	3.8 Hose pipe
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidences that the candidate: 1.1 identified electrical hazards 1.2 checked workability of appliances 1.3 cleaned appliances 1.4 stored appliances 1.5 maintain ratio detergent and cloth for washing machine
2. Underpinning knowledge	2.1 Different types of advance home appliances 2.2 Purpose and function of home appliances 2.3 Refill water for using air cooler 2.4 Replace dust bag for vacuum cleaner 2.5 Types of fabric steamer 2.6 Cleaning procedure 2.7 Storing procedure
3. Underpinning skills	3.1 Operating advance home appliances 3.2 Performing cleaning of appliances 3.3 Dismantling parts and components 3.4 Assembling parts and components 3.5 Preparing appliances for use 3.6 Keeping home appliances in designated places 3.7 Performing drying of parts and components 3.8 Performing cleaning of home appliances
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 Communication with peers and seniors at workplace.
5. Resources implication	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Cleaning materials 5.3 Information and documentation 5.4 Product specifications 5.5 Manual, codes, standards and reference materials
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio.

7. Context for assessment	<p>7.1 Competency assessment must be done in NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p><b>Accreditation Requirements</b></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>	