COMPETENCY STANDARD

General Caregiving

Level: 02

(Informal Sector)

Competency Standard Code: CS-IS-GC-L2-EN-V1

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

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Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public, and private training providers qualitatively, and quantitatively. It also aims to establish, and operationalise a responsive skills ecosystem, and delivery mechanism through a well-defined set of mechanisms, and necessary technical supports.

NSDA has targeted key priority economic growth sectors identified by the government to improve current job skills, and the existing workforce to ensure required skills to industry standards. Training providers are encouraged, and supported to work with the industry to address identified skills, and knowledge to enable industry growth, and increased employment through the provision of the market-responsive, inclusive skills training programme. "**General Caregiving**" Level-2 is selected as one of the priority occupations of Informal Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations, and employers.

Generally, a competency standard informs Curriculum, learning materials, assessment, and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework, and be listed on the NSDA's online portal.

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

The document also details the format, sequencing, wording, and layout of the Competency Standard for an occupation which is comprised of units of competence, and its corresponding elements.

Overview

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

The purpose of a competency standards is to:

- provide a consistent, and reliable set of components for training, recognising, and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development, and delivery of flexible training which suits individual, and industry requirements
- encourage learning, and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, key Institutions, ISC, and industry experts to identify the competencies required of an occupation in informal sector.

Competency standards describe the skills, knowledge, and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical, and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training, and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:
- unit title
- nominal duration
- unit code
- unit descriptor

- elements, and performance criteria
- variables, and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes, and the Unit of Competency titles, and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements, and Performance Criteria, Range of Variables, Curricular Content Guide, and Assessment Evidence Guide.

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

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

List of Abbreviations

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

Approval of Competency Standard:

Approved by
7th Executive Committee (EC) Meeting of NSDA
Held on 6th September 2021

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

Contents

Competency Standards for National Skill Certificate, Level-2 in General Caregiving in the Informal Sector

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Hours
Generic Competencies				**70**
1.	GU02L1V1	Apply Occupational Safety and Health (OSH) procedure in the workplace	1	15
2.	GU02L2V1	Carry out workplace interaction	2	15
3.	GU01L3V1	Apply basic IT skills	3	20
4.	GU04L1V1	Work in the team environment	2	20
Sector Specific Competencies				**70**
5.	SUIS01L2V1	Interpret The Ground Rules of Caregiving	2	20
6.	SUIS02L2V1	Interpret Legal and Ethical Issues in Caregiving	2	20
7.	SUIS03L2V1	Carryout Basic First Aid	2	30
Occupation Specific Competencies				**220**
8.	OUISGC1L2V1	Perform Health Screening	2	30
9.	OUISGC2L2V1	Assist In Activities of Daily Living (ADLS)	2	40
10.	OUISGC3L2V1	Perform Clinical Care Giving	2	40
11.	OUISGC4L2V1	Maintain Nutrition, Food Safety and Diet Plan	2	30
12.	OUISGC5L2V1	Maintain Basic Housekeeping in Care Giving	2	40
13.	OUISGC6L2V1	Apply Basic Physiotherapy in Care Giving	2	40
	Total Nominal Learning Hours			**360**

Units & Elements at a Glance:

Generic Competencies (70Hours)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU02L1V1	Apply Occupational Safety and Health (OSH) procedure in the workplace	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
GU02L2V1	Carry out workplace interaction	1. Interpret workplace communication and etiquette 2. Read and understand workplace documents 3. Participate in workplace meetings and discussions 4. Practice professional ethics at workplace	15
GU01L3V1	Apply basic IT skills	1. Identify and use most commonly used IT Tools 2. Operate Computer. 3. Work with word processing software. 4. Use spread sheet to create /prepare worksheets 5. Use presentation packages to create / prepare presentation 6. Print the documents 7. Use the Internet and Access E-Mail	20
GU04L1V1	Work in the team environment	1. Define team role and scope 2. Identify individual role and responsibility 3. Participate in team discussions 4. Work as a team member	20
		Total Hour	**70**

Sector Specific Competencies (70 Hours)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SUIS01L2V1	Interpret The Ground Rules of Caregiving	1. Interpret basic knowledge of caregiving 2. Interpret the roles and responsibilities of a caregiver 3. Explain caregiving rules and ethics 4. Ensure a safe working environment 5. Interpret communicable & non-communicable diseases 6. Interpret care giver's basic right 7. Enable caregivers	20
SUIS02L2V1	Interpret Legal and Ethical Issues in Caregiving	1. Legal & Ethical issues 2. Understanding Client Rights 3. The rights of the Caregivers 4. Privacy and Confidentiality 5. Caregiver Conduct-Regulations, Co-workers and Families	20
SUIS03L2V1	Carryout Basic First Aid	1. Assess accidental situation 2. Perform primary response to the victim 3. Perform secondary response to casualty	30
		Total Hours	**70**

Occupation Specific Competencies (220 Hours)

Code	Unit of Competency	Elements of Competency	Hours
OUISGC1L2V1	Perform Health Screening	1. Interpret the basics of human body system 2. Select and collect tools, materials and equipment 3. Measure temperature, pulse, respiration, and Blood Pressure (B.P) 4. Measure height and weight 5. Measure blood glucose 6. Maintain intake output chart 7. Maintain workplace and store tools	30
OUISGC2L2V1	Assist In Activities of Daily Living (ADLS)	1. Maintain oral hygiene 2. Assist in toileting 3. Assist in bathing 4. Assist in grooming 5. Feed the client 6. Assist to home exercise 7. Carry out Lifting and Transferring clients	40
OUISGC3L2V1	Perform Clinical Care Giving	1. Implement and Monitor Infection Control Policies and Procedures 2. Administer drugs 3. Collect sample 4. Perform common wound dressing 5. Care of catheter and colostomy bags 6. Assist to use supportive devices	40
OUISGC4L2V1	Maintain Nutrition, Food Safety and Diet Plan	1. Interpret Nutrition and Hydration 2. Ensure Food safety 3. Calculate calorie requirement of client 4. Interpret Vitamins 5. Follow diet plan	30
OUISGC5L2V1	Maintain Basic Housekeeping in Care Giving	1. Prepare for cleaning 2. Clean the bedroom 3. Wash and iron clothes 4. Maintain cleaning items	40
OUISGC6L2V1	Apply Basic Physiotherapy in Care Giving	1. Interpret Physiotherapy 2. Assist in Body Movement 3. Ensure Joints Mobility 4. Assist in strengthening exercise	40
		Total Hours	**220**

Generic Competencies

Unit Code and Title	GU02L1V1: Apply OSH Procedure in the Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSA) required in applying OSH procedures in the workplace. It specifically includes identifying OHS policies and procedures, following OSH procedure, reporting to emergencies, and maintaining personal well-being.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria **Bold & Underlined** terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures.	1.1. **OSH policies** and **safe operating procedures** are accessed and stated 1.2. **Safety signs and symbols** are identified and followed 1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements
2. Follow OSH procedure	2.1 **Personal protective equipment (PPE)** is selected and collected as required 2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OSH procedures and practices 2.3 A clear and tidy workplace is maintained as per workplace standard 2.4 PPE is maintained to keep them operational and compliant with OSH regulations
3. Report hazards and risks.	3.1 **Hazards** and risks are identified, assessed and controlled 3.2 Incidents arising from hazards and risks are reported to designated authority
4. Respond to emergencies	4.1 Alarms and warning devices are responded 4.2 Workplace **emergency procedures** are followed 4.3 **Contingency measures** during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures 4.4 Frist aid procedures is applied during emergency situations
5. Maintain personal well-being	5.1 OSH policies and procedures are adhered to 5.2 OSH awareness programs are participated in as per workplace guidelines and procedures 5.3 Corrective actions are implemented to correct unsafe condition in the workplace

	5.4 **"Fit to work" records** are updated and maintained according to workplace requirements

Range of Variables

Variables	Range (may include but not limited to):
1. OHS Policies	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	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	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)	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	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	6.1 Fire fighting 6.2 Earthquake 6.3 Medical and first aid 6.4 evacuation
7. Contingency measures	7.1 Evacuation 7.2 Isolation

	7.3	Decontamination
8. "Fit to Work" records	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	Assessment required evidence that the candidate: 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	2.1 Define OSH 2.2 OSH 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 OSH Awareness
3. Underpinning skills	3.1 Accessing OSH 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	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	5.1 Workplace 5.2 Equipment and outfits appropriate in applying safety measures

	5.3 Tools, materials and documentation required
	5.4 OSH Policies and Procedures
6. Methods of assessment	Competency should be assessed by:
	6.1 Written test
	6.2 Demonstration
	6.3 Oral Questioning
	6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre
	7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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

Unit Code and Title	GU02L2V1: Carryout Workplace Interaction
Unit Descriptor	This unit covers the knowledge, skills and attitude required to carry out workplace interaction. It specifically includes interpreting workplace communication and etiquette, reading and understanding workplace documents, participating in workplace meetings and discussions and practicing professional ethics at workplace.
Nominal Hours	15 Hours

Elements of Competency	Performance Criteria **Bold underlined** terms are elaborated in the Range of Variables
1. Interpret workplace communication and etiquette	1.1 Workplace code of conducts are interpreted as per organizational guidelines 1.2 Appropriate lines of communication are maintained with supervisors and colleagues 1.3 Workplace interactions are conducted in a **courteous manner** to gather and convey information 1.4 Questions about routine **workplace procedures and matters** are asked and responded as required
2. Read and understand workplace documents	2.1 Workplace documents are interpreted as per standard. 2.2 Assistance is taken to aid comprehension when required from peers / supervisors 2.3 Visual information / symbols / signage's are understood and followed 2.4 Specific and relevant information are accessed from **appropriate sources** 2.5 Appropriate medium is used to transfer information and ideas
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time and meeting procedures and etiquette are followed 3.2 Own opinions are expressed and others opinions are listened without interruption 3.3 Inputs are provided consistent with meeting purpose and meeting outcomes are implemented
4. Practice professional ethics at workplace	4.1 Responsibilities as a team member are demonstrated and kept promises and commitments made to others 4.2 Tasks are performed in accordance with workplace procedures 4.3 Confidentiality is respected and maintained 4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided

Range of Variables	
Variable	**Range** (may include but not limited to):
1. Courteous manner	1.1 Effective questioning 1.2 Active listening 1.3 Speaking skills

2. Workplace procedures and matters	2.1 Notes
	2.2 Agenda
	2.3 Simple reports
	    2.3.1 Progress report
	    2.3.2 Incident report
	2.4 Job sheets
	2.5 Operational manuals
	2.6 Brochures and promotional material
	2.7 Visual and graphic materials
	2.8 Standards
	2.9 OSH information
	2.10 Signs

3. Appropriate sources	3.1 HR Department 3.2 Managers 3.3 Supervisors

Evidence Guide
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspects of competency	1.1 Maintained workplace communication and etiquette 1.2 Followed workplace instructions and symbols 1.3 Followed team meeting and etiquette
2. Underpinning knowledge	2.1 Workplace communication and etiquette 2.2 Workplace documents, signs and symbols 2.3 Meeting procedure and etiquette
3. Underpinning skills	3.1 Maintaining workplace communication and etiquette 3.2 Following workplace instructions and symbols 3.3 Following team meeting and etiquette
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace

5. Resource implications	The following resources must be provided: 5.1 Work place Procedure 5.2 Materials relevant to the proposed activity 5.3 All tools, equipment, material and documentation required. 5.4 Relevant specifications or work instructions
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 of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module 7.2 Assessment should be done by NSDA certified assessor

Accreditation Requirements

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Unit Code and Title	GU001L3V1: Apply Basic IT Skills
Nominal Hours	**20 Hours**
Unit Descriptor	This unit covers the basic knowledge, skills and attitude required to work with IT Tools. It specifically includes Identifying and using most commonly used IT Tools, operating computer, working with word processing software, using spread sheet to create /prepare worksheets, using presentation packages to create / prepare presentation, printing the documents and using the internet and access e-Mail.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables Training Components.
1. Identify and use most commonly used IT Tools	1.1 Context of IT is interpreted 1.2 Commonly used **IT tools** are identified 1.3 Safe work practice and OSH Standards are followed
2. Operate Computer.	2.1 **Peripherals** are checked and connected with computer as per standard 2.2 Power cords / adapter are connected with computer and power outlets socket safely. 2.3 Computer is switched on gently. 2.4 PC **desktop / GUI** settings are arranged and customized as per requirement. 2.5 Files and folders are created, opened, copied, renamed, deleted and sorted as per requirement. 2.6 Properties of files and folders are viewed and searched. 2.7 Disks are defragmented, formatted as per requirement.
3. Work with word processing software.	3.1 Word Processing software is selected and started 3.2 Basic typing technique is demonstrated 3.3 **Documents** are created as per requirement in personal use and office environment 3.4 **Contents** are entered. 3.5 Documents are **formatted**.
4. Use spread sheet to create /prepare worksheets	4.1 Spreadsheet are selected and started. 4.2 Worksheets are created as per requirement in Personal use and office environment. 4.3 Data are entered 4.4 **Functions** are used for calculating and editing logical operation 4.5 Sheets are formatted as per requirement. 4.6 Charts are created.

	4.7 Charts/ Sheets are previewed
5. Use presentation packages to create / prepare presentation	5.1 Appropriate presentation software packages are selected and started 5.2 Presentation is created as per requirement in personal use and office environment 5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements. 5.4 Presentations are formatted and animated. 5.5 Presentations are previewed.
6. Print the documents	6.1 Printer is connected with computer and power outlet properly. 6.2 Power is switched on at both the power outlet and printer. 6.3 Printer is installed and added. 6.4 Correct printer settings are selected and document is printed.
7. Use the Internet and Access E-Mail	7.1 Appropriate internet **browsers** are selected 7.2 Search engines are used to access information 7.3 Video / Information are Shared /downloaded / uploaded from / to web site/social media. 7.4 Web based resources are used 7.5 Email services are identified and selected to create a new email address 7.6 Document is prepared, attached and sent to different types of recipients. 7.7 Email is read, forwarded, replied and deleted as per requirement. 7.8 Custom email folders are created and manipulated. 7.9 Email message is printed.

Range of Variables

Variable	**Range** (may include but not limited to):
1. IT tools	1.1 Phone 1.2 Cell Phone 1.3 TABs 1.4 Radio 1.5 Television 1.6 Computers 1.7 Laptops 1.8 Notebooks 1.9 Internet 1.10 Software

	1.11 Satellite
2. Peripherals	2.1. Monitor 2.2. Keyboard 2.3. Mouse 2.4. Modem 2.5. Scanner 2.6. Printer
3. Desktop / GUI settings	3.1 Icons 3.2 Taskbar 3.3 View 3.4 Resolutions
4. Documents	4.1 Word documents 4.2 Standard CV / Bio-Data with different text & fonts, image and table. 4.3 Application / Official letter with proper paragraph and indenting, spacing, styles, Illustrations, Tables, Header & Footers and symbols. 4.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering.
5. Contents	5.1 Illustrations and styles 5.2 Text 5.3 Table 5.4 Symbols 5.5 Header & Footer
6. Formatted.	6.1 Bold 6.2 Italic 6.3 Underline 6.4 Font size, colour, 6.5 Change case 6.6 Alignment and intend
7. Functions	7.1. Mathematics 7.2. Logical 7.3. Simple Statistical
8. Browsers	8.1 Internet Explorer 8.2 Firefox 8.3 Google Chrome 8.4 Opera 8.5 Safari 8.6 Omni Web
Evidence Guide	

	The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 created, opened, copied, renamed, deleted and sorted files and folders as per requirement. 1.2 completed application software Installations as per standard 1.3 performed simple trouble shooting with Computer 1.4 Created email accounts. 1.5 used email account for online platforms purpose
2. Underpinning Knowledge	2.1 Basic competent of PC 2.2 IT and IT Tools 2.3 Different type of software and application packages 2.4 Use of word processor, spread sheet and presentation software 2.5 Different type of math and logical functions 2.6 Computer Trouble Shooting 2.7 Techniques to access internet
3. Underpinning Skills	3.1 Identifying and use IT Tools 3.2 Demonstrating typing on word processing software 3.3 Saving and retrieving documents on Word Processing software. 3.4 Demonstrated ability to create email accounts 3.5 Opening an email account and use it for different purpose. 3.6 Configured appropriate printer settings and printed the document 3.7 Used functions for calculating and editing logical operation in spread sheet
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Workplace (simulated or actual) 5.2 IT Tools 5.3 Computers with word processing application 5.4 Internet connection 5.5 Presentations 5.6 Learning manuals

6. Methods of Assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

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Unit Code and Title	**GU04L1V1: Work in the Team Environment**
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSAs) required in working in the team environment. It includes defining team role and scope, identifying individual role and responsibility. Participating in team discussions and working as a team member.
Nominal Hours	**20 Hours**
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables
1. Define team role and scope	1.1. Role and objectives of the team are defined 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of **team members** are identified 2.2 Reporting relationships among team members are defined and clarified 2.3 Reporting relationships external to the team are defined and clarified
3. Participate in team discussions	3.1 Ideas related to team plans are contributed 3.2 Recommendations for improving team work are put forward
4. Work as a team member	4.1. Effective forms of communication are used to interact with team members 4.2. Communication channels are followed 4.3. OHS practices are followed
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Team Members	1.1 Coach/mentor 1.2 Supervisor/Manager 1.3 Peers/Colleagues 1.4 Employee representative
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	Assessment required evidence that the candidate: 1.1 demonstrated knowledge in working in a team environment. 1.2 satisfied the requirements mentioned in the Performance Criteria and Range of Variables

2. Underpinning knowledge	2.1 Team Structure, Role and Responsibility 2.2 Individual Members' Roles and Responsibilities 2.3 Communication Flow and Reporting Structures 2.4 Team Planning 2.5 Interpersonal Communication Skills 2.6 Team Meeting Procedures 2.7 OHS Practices
3. Underpinning skills	3.1 Identifying the role and responsibility of the team 3.2 Identifying roles and responsibilities of individual members 3.3 Participating in team discussions 3.4 Working as a team member
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in Workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1. Workplace observation 6.2. Demonstration 6.3. Oral questioning 6.4. Written test 6.5. Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Sector Specific Competencies

Unit Code and Title	SUIS01L2V1: Interpret the ground rules of caregiving
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret the ground rule of care giving. It includes interpreting basic knowledge of caregiving, interpreting the roles and responsibilities of a caregiver, explaining caregiving rules and ethics, ensuring a safe working environment, interpreting communicable & non-communicable diseases, interpreting care giver's basic right, and interpreting enabling conditions for caregivers.
Nominal Hours	**20 Hours**
Elements of competency	**Performance Criteria** **Bold & italicized** terms are elaborated in the Range of Variables
1. Interpret basic knowledge of caregiving	1.5 Principle of caregiving is recognized. 1.6 Basics of caregiving is identified. 1.7 Common medical terminologies are stated. 1.8 **Common medical equipment** is identified. 1.9 **Components patient's file** are interpreted. 1.10 Communicable and non-communicable diseases are distinguished.
2. Interpret the roles and responsibilities of a caregiver	2.1 The working environment is recognized. 2.2 Standards of caregiving is identified. 2.3 Duties of a caregiver are explained. 2.4 Problems are prioritized and solved. 2.5 The client is advocated. 2.6 Day-to-day activity management is outlined.
3. Explain caregiving rules and ethics	3.1 Legal and ethical aspects of care giving are interpreted. 3.2 Care giver code of ethics is recognized. 3.3 Rights of clients are recognized. 3.4 Fundamentals of professionalism in caregiving are interpreted. 3.5 Standard caregiving rules are identified.
4. Ensure a safe working environment	4.1 Physical working environment is recognized. 4.2 Care of appliances is taken to prevent accidents. 4.3 Causes and prevention of fall risks are identified. 4.4 Necessary medication is taken as per organization standard.
5. Interpret communicable & non-communicable diseases	5.1 **Communicable & non-communicable diseases** are identified and differentiated.

	5.2	Appropriate measures to protect clients from communicable diseases are illustrated.
	5.3	Supports requirements to the clients with non-communicable diseases are interpreted.
6. Interpret care giver's basic right	6.1	Basic rights of care giver are explained.
	6.2	**Aspects of caregiver** are identified.
	6.3	Rights and dignity of care giver are interpreted.
7. Interpret enabling conditions for caregivers	7.1	Counseling need for individual/group/family is explained.
	7.2	Early signs of caregiver's distress are recognized.
	7.3	Coping with stress & need for support of the care givers
	7.4	Positive attitude and leadership are interpreted.
	7.5	Importance of interpersonal relationship is explained.
	7.6	Needs of disabled persons are differentiated.

Range of Variables

Variable	Range (may include but not limited to):
1. Common medical equipment	1.1 Thermometer 1.2 Catheter 1.3 Syringe (50 cc,20 cc,6cc, 3cc) 1.4 Dressing equipment/ trolley 1.5 Cotton ball 1.6 Wound dressing set 1.7 Nebulizer 1.8 Crutches 1.9 Blood glucose meter 1.10 Walker 1.11 Pulse Oximeter 1.12 Feeding tube 1.13 Surgical suture 1.14 Assistive cane 1.15 Speculum 1.16 Scalpel 1.17 Scissors 1.18 Forceps 1.19 Bandages 1.20 First Aid Kits 1.21 Compression stockings 1.22 Urinal 1.23 Bed pan 1.24 Apron 1.25 Stethoscope 1.26 Sphygmomanometer

2.	Components of patient file	2.1	Medical history
		2.2	Physician's prescription
		2.3	Care plan
		2.4	Different charts (Temperature/Pulse/Diet/Medication chart)
		2.5	Pathological reports
		2.6	Blood pressure chart
		2.7	Intake output
		2.8	Diabetic chart
3.	Communicable disease	3.1	Chikungunya
		3.2	COVID – 19 (Corona)
		3.3	Dengue fever
		3.4	Diphtheria
		3.5	Guillain-Barre' Syndrome
		3.6	STDs (Gonorrhea, Syphilis, HIV/AIDS)
		3.7	Hepatitis A
		3.8	Hepatitis B
		3.9	Hepatitis C
		3.10	Leprosy
		3.11	Malaria
		3.12	Measles (rubella)
		3.13	Mumps
		3.14	Pertussis (whooping cough)
		3.15	Plague (human)
		3.16	Poliovirus
		3.17	Tetanus
		3.18	Tuberculosis
		3.19	Typhoid carrier
		3.20	Typhoid and Paratyphoid fever
		3.21	Varicella (chickenpox)
		3.22	Yellow fever
		3.23	Dengue
4.	Non-communicable diseases	4.1	Alzheimer's disease
		4.2	Asthma
		4.3	Cataracts
		4.4	Chronic kidney disease
		4.5	Diabetes
		4.6	Heart disease
		4.7	Osteoporosis
		4.8	Arthritis
		4.9	Autism spectrum disorder (ASD)
		4.10	Bipolar disorder
		4.11	Birth defects

	4.12 Cerebral palsy
	4.13 Down's syndrome
	4.14 Epilepsy
	4.15 Hemophilia
	4.16 Obesity
	4.17 Psoriasis
	4.18 Vision impairment
	4.19 Cardiovascular disease
	4.20 Cancer
5. Aspects of caregiver	5.1 Care giver as an individual
	5.2 Care giver as a citizen
	5.3 Care giver as a member of an organization

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	Assessment required evidences that the candidate:
	1.1 Interpreted the roles and responsibilities of a caregiver.
	1.2 Explained caregiving rules and ethics.
	1.3 Interpreted communicable & non-communicable diseases.
	1.4 Interpreted enabling conditions for caregivers.
2. Underpinning knowledge	2.1 Basics of anatomy, physiology and human development.
	2.2 Types and scopes of care giving.
	2.3 Common diseases and physical conditions.
	2.4 Common drugs.
	2.5 Common pathological terms.
	2.6 Common physiological conditions.
	2.7 Safety, security and rights of care giver at work place.
	2.8 Networking skills
3. Underpinning skills	3.1 Recognizing healthy body systems, functions and common conditions.
	3.2 Identifying and differentiating common communicable and non-communicable diseases.
	3.3 Organizing patient's files.
	3.4 Identifying common drugs and medical equipment.
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 Required tools and equipment's, facilities and relevant accessories for care giving 5.3 Required teaching aids 5.4 Competency based learning 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/Case Study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**SUIS02L2V1: Interpret with legal and ethical issues in caregiving**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret with legal and ethical issues in caregiving. It specifically includes interpreting legal and ethical issues. recognizing rights in caregiving and assessing caregiver conduct-regulations.
Nominal Hours	**20 Hours**
Elements of competency	**Performance Criteria** **Bold & italicized** terms are elaborated in the Range of Variables
1. Interpret legal and ethical issues	1.1 Legal issues for care givers are recognized 1.2 **Legal terms** and definitions are stated 1.3 Caregiving rules and ethics are explained 1.4 **Ethical principles and actions** 1.5 Reporting **abuse**, Unethical Behavior & Misconduct 1.6 Caregiver Responsibility 1.7 Safety & self defense
2. Recognize rights in caregiving	2.1 **Rights of clients** are interpreted 2.2 **Rights of the Caregivers** are described 2.3 Privacy and confidentiality are maintained
3. Assess caregiver conduct-regulations	3.1 Managing behavior Challenges is performed 3.2 Caregiving offer is assessed and care planning is prepared 3.3 Clients' independence is promoted 3.4 Risks are analyzed for a troubled and remote work area 3.5 Offer letter is assessed against negotiation
Range of Variables	
Variable	**Range** (may include but not limited to):
1. Legal terms	1.1 Patient Consent 1.2 Assault 1.3 Battery 1.4 False imprisonment 1.5 Fraud 1.6 Invasion of privacy 1.7 Malpractice 1.8 Negligence 1.9 Liability 1.10 Abandonment 1.11 Autonomy

2. Ethical principles and actions	2.1	Keep personal information confidential.
	2.2	Only perform work assigned
	2.3	Do not do less work than assigned
	2.4	Avoid doing careless or low-quality work
	2.5	Report abuse
	2.6	Honesty
	2.7	Respect
	2.8	Reliability
	2.9	Code of conducts
3. Abuse	3.1	Mental & Emotional Abuse
	3.2	Physical abuse
	3.3	Sexual Abuse
	3.4	Neglect
	3.5	Self-neglect
	3.6	Financial abuse
	3.7	Discriminatory abuse
	3.8	Consequence of Abuse
	3.9	Detecting Abuse
	3.10	Reporting Abuse
4. Rights of clients	4.1	Right to Ask Questions
	4.2	Right to Have Special Needs Addressed
	4.3	Right to Know Caregivers
	4.4	Right to Choose & refuse Treatment
	4.5	Right to Informed Consent
	4.6	Right to Receive Quality Care
	4.7	Right to Respect
	4.8	Right to Privacy and Confidentiality
	4.9	Right to Access Medical Records & lab reports
5. Rights of the caregivers	5.1	Respect for their individual human worth and dignity.
	5.2	Respect for their privacy.
	5.3	Respect for their confidentiality.
	5.4	Comprehensive information, education, training and support to facilitate their care and support roles.

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	1.1	Interpreted legal and ethical issues
	1.2	Recognized rights in caregiving
	1.3	Assessed caregiver conduct-regulations
2. Underpinning knowledge	2.1	Code of conduct
	2.2	Legal issues for care givers
	2.3	Care giving rules and ethics

	2.4	Ethical principles & actions
	2.5	Privacy rights
	2.6	Ethical principles & actions
	2.7	Ways to protect confidentiality
3. Underpinning Skills	3.1	Maintaining privacy & confidentiality
	3.2	Explaining caregiving rules and ethics
4. Required attitudes	4.1	Commitment to occupational safety and health.
	4.2	Promptness in carrying out activities.
	4.3	Sincere and honest to duties.
	4.4	Eagerness to learn.
	4.5	Tidiness and timeliness.
	4.6	Environmental concerns.
	4.7	Respect for rights of peers and seniors at workplace.
	4.8	Communicate with peers and seniors at workplace.
5. Resource implication	The following resources must be available:	
	5.1	Workplace (actual or simulated)
	5.2	Facilities and relevant accessories for care giving
	5.3	Required teaching aids
	5.4	Learning 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/Case Study
7. Context of assessment	7.1	Competency assessment must be done in NSDA accredited assessment centre
	7.2	Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**SUIS03L2V1: Carryout basic first aid**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to carry out basic first aid. This includes assessing accidental situation, performing primary response to the victim, performing secondary response to casualty.
Nominal Hours	**30 Hours**
Elements of competency	**Performance Criteria** **Bold & underline** terms are elaborated in the Range of Variables
1. Assess accidental situation	1.1 **Emergency action principle of First Aid** is applied based on established procedure 1.2 **Physical hazards** to self and casualty's health and safety are identified based on established procedure 1.3 **Immediate risks to self and casualty** are minimized by controlled in accordance with OHS requirements 1.4 **First Aid kit** must be available at all times based on OSH Law and First Aid manual
2. Perform primary response to the victim	2.1 **Principles of Body Substance Isolation** is applied based on standard First Aid procedure 2.2 Responses and **level of consciousness** of the victim or casualty are checked based on established standard first aid procedure 2.3 **Potentially life-threatening condition** is identified and then appropriate treatment is began based on first aid standard procedure 2.4 **Activate medical assistance** is applied based on established first aid procedure 2.5 **Basic life support** is applied based on established first aid procedure
3. Perform secondary response to casualty	3.1 **Detailed history of casualty** is obtained based on established standard procedure of first aid 3.2 **Physical examination** of the casualty is done based on established procedure 3.3 **Vital signs of casualty** are obtained based on established standard procedure of first aid 3.4 Casualty is endorsed to physician or paramedic based on standard procedure of first aid 3.5 **Written incident report** is submitted based on standard procedure of company or home facility
Range of Variables	
Variable	**Range** (may include but not limited to):

1. Emergency action principles of first aid	1.1	Concept of first aid
	1.2	Objectives of first aid
	1.3	Role of first aider
	1.4	Survey the scene
	1.5	Is the scene safe?
	1.6	What happened?
	1.7	How many people are injured?
	1.8	Are there by standers who can help?
	1.9	Is there available equipment to be used?
	1.10	Identify yourself as First aider with your PPEs on
	1.11	Wear mask and gloves
	1.12	Get consent to give care
2. Physical hazards	2.1	Quick assessment of the surroundings to identify
	2.2	physical hazards like
	2.3	Falls
	2.4	Slips
	2.5	Working from heights
	2.6	Collapsed of building
	2.7	Fire
	2.8	Presence of toxic chemicals, etc.
3. Immediate risk to self and casualty	3.1	Injury of the first aider and further injury to casualty
	3.2	Death which may occur either or both first aider and casualty
4. First aid kit	4.1	Digital BP apparatus
	4.2	Digital thermometer
	4.3	Pulse oximeter
	4.4	Cotton balls
	4.5	Alcohol
	4.6	Disposable gloves (1 box)
	4.7	Disposable mask (1 box)
	4.8	Cervical collar
	4.9	Surgical scissors
	4.10	Bandage scissors
	4.11	Forceps
	4.12	Splint
	4.13	Sterile gauze pads
	4.14	Spine board
	4.15	Ice cap
	4.16	Hot water bag
5. Principles of body substance isolation	5.1	Definition of Body substance Isolation (BSI)
	5.2	Mode of transmission methods
	5.3	Blood or fluid splash
	5.4	Surface contamination
	5.5	Needle stick exposure
	5.6	Oral contamination due to improper handwashing
	5.7	Proper handwashing (WHO standard)
	5.8	Proper wearing, removal and disposal of mask and Gloves (PPE)

	5.9 Wearing of HazMat (Hazardous material suit) as needed
	5.10 Use of disinfectant
6. Level of consciousness	6.1 Awake
	6.2 Confused
	6.3 Disoriented
	6.4 Lethargic
	6.5 Obtunded
	6.6 Stuporous
	6.7 Comatose
	6.7.1 Protect spine if necessary
	6.7.2 Check C-A-B
	6.7.3 Circulation
	6.7.4 Airway
	6.7.5 Breathing
7. Potentially life-threatening condition	7.1 Types of unconscious victim (* B-breathing: *P – pulse)
	7.1.1 +B +P = Syncope
	7.1.2 –B + P = Respiratory arrest
	7.1.3 –B – P = Cardiac arrest
	7.2 TRIAGE (TRIAGE PRIORITY)
	7.3 Casualty who has life threatening condition that involves C-A-B. Treat this victim first and transport as soon as possible
	7.3.1 Airway and breathing difficulties
	7.3.2 Choking
	7.3.3 Uncontrolled and severe bleeding
	7.3.4 Decreased level of consciousness
	7.3.5 Shock (different types)
	7.3.6 Severe burns (2nd and 3rd degree) with difficulty of breathing
	7.4 Person/casualty who are injured but the condition is not life threatening. Treatment can be delayed temporarily
	7.4.1 Burns without airway problem
	7.4.2 Major or multiple or joint injury
	7.4.3 Back injuries with or without spinal cord injury
	7.5 Person who is injured but only minor. Treatment can be delayed
	7.5.1 Minor fracture
	7.5.2 minor soft tissue injury
	7.6 Lowest priority (Black) person who is already dead or have little chance of survival
	7.6.1 Obvious death
	7.6.2 Obviously non-survivable injury
	7.6.2.1 Major open brain trauma
	7.6.2.2 Full cardiac arrest
8. Activate medical assistance	8.1 Arrange transfer facilities
	8.2 Phone first – activate or call medical assistance then return to the victim
	8.3 Phone fast – CPR first before calling for medical assistance

9. Basic life support	9.1 Basic life support definition 9.2 Respiratory arrest 9.3 Cardiac arrest 9.4 Artificial respiration or rescue breathing 9.5 Cardiopulmonary resuscitation 9.6 CPR for infant 9.7 CPR for children 9.8 CPR for adult 9.9 Follow CPR under AHA (American Heart Association C-A-B procedure) 9.10 Check Circulation – Airway - Breathing 9.11 Carotid pulse for adult 9.12 Brachial pulse for infant 9.13 Open airway 9.14 Head tilt chin lift maneuver 9.15 Jaw thrust maneuver 9.16 Modified jaw thrust maneuver 9.17 When to stop CPR 9.18 Spontaneous breathing and pulse have occurred 9.19 Turned over to the physician or paramedics 9.20 Operator or first aider is already exhausted 9.21 Physician assumed responsibility and if the casualty has been declared dead
10. Detailed history of casualty	10.1 Signs and symptoms of the episode 10.2 What occurred at the onset of accident 10.3 Any known allergies 10.4 Present medication 10.5 Name of medication 10.6 Frequency of medication 10.7 Dosage 10.8 Time when last taken 10.9 Past history of casualty's medical condition 10.10 Last oral intake, last meal, drink or 10.11 medication taken prior to accident 10.12 Events leading to injury or illness
11. Physical examination	11.1 Begin care and assessment in the order of 11.2 importance: 11.3 A – Airway 11.4 B – Breathing 11.5 C – Circulation 11.6 D – Disabilities which includes mental status 11.7 E - Expose any body part that is fractured 11.8 like extremities but still maintain casualty's 11.9 privacy and dignity 11.10 Techniques of physical examination 11.11 Inspection 11.12 Palpation 11.13 Auscultation 11.14 Percussion

	11.15 Examine the following: 11.16 D - Deformity 11.17 C - Contusion 11.18 A - Abrasion 11.19 P – Punctured 11.20 B – Bleeding and burns 11.21 T – Tenderness 11.22 L - Laceration 11.23 S – Swelling 11.24 For casualty - fall from heights 11.25 Don't move the casualty 11.26 Wait for the paramedics 11.27 Keep the casualty calm and well ventilated
12. Vital signs of causality	12.1 Baseline vital signs 12.2 Body temperature 12.3 Pulse rate 12.4 Respiratory rate 12.5 Blood pressure 12.6 Assessment of pain 12.7 Use of pain scale
13. written incident report	13.1 Definition of term 13.2 Accident report 13.3 Incident report 13.4 Find the factor 13.5 Date, Time and specific location of incident 13.6 Name, job title and department of employee involved 13.7 Names and accounts of witness 13.8 Events leading up to incident 13.9 Exactly what the casualty was doing at the moment of incident 13.10 Environmental condition e.g. slippery, wet floor, lighting, noise, etc. 13.11 Circumstances like tools, equipment, PPE 13.12 Specific injuries of casualty 13.13 Type of treatment given 13.14 Damage equipment if there are tools and equipment involved in the accident 13.15 Determine the sequence 13.16 Events involved in the incident 13.17 Events after the incident 13.18 Analyze 13.19 Recommend 13.20 Name, signature, date and time of the person who wrote the incident report

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

| 1. Critical aspect of competency | 1.1 Assessed accidental situation |
| | 1.2 Performed primary response to the victim |
	1.3 Performed secondary response to casualty
2. Underpinning knowledge	2.1 First Aid standard Operating procedure
	2.2 Physical hazards
	2.3 Solid Waste Management
	2.4 Principles of body substance isolation
	2.5 Basic Life Support
	2.6 Therapeutic communication
	2.7 Physical examination of the casualty
	2.8 Vital signs paraphernalia
	2.9 Incident report writing procedure
3. Underpinning Skills	3.1 Identifying physical hazards
	3.2 Applying principle to activate medical assistance
	3.3 Using computer for report writing
4. Required attitudes	4.1 Commitment to occupational safety and health.
	4.2 Promptness in carrying out activities.
	4.3 Sincere and honest to duties.
	4.4 Eagerness to learn.
	4.5 Tidiness and timeliness.
	4.6 Environmental concerns.
	4.7 Respect for rights of peers and seniors at workplace.
	4.8 Communicate with peers and seniors at workplace.
5. Resource implication	The following resources should be provided:
	5.1 Access to relevant work station
	5.2 Relevant institutional policies, guidelines procedure and protocol
	5.3 Equipment and materials relevant to the proposed activities
6. Methods of assessment	6.1 Written test
	6.2 Demonstration
	6.3 Oral questioning
	6.4 Portfolio/Case Study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center
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Occupation Specific Competencies

Unit Code and Title	OUISGC1L2V1: Perform Health Screening
Nominal Hours	**30 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform health screening. It includes interpreting the basis of human body system, selecting and collecting tools, materials and equipment, measuring temperature, pulse, respiration and blood pressure (b.p). measuring height and weight, blood glucose, maintaining intake output chart and workplace and store tools.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables
1. Interpret the basics of human body system	1.1 Different **body parts, vital organs** and **anatomical planes** are identified 1.2 **Healthy body systems** are recognized 1.3 Basic functions of human body system are explained 1.4 Human growth and development are explained 1.5 **Normal physical movements and postures** are illustrated 1.6 **Common diseases** related to different age group are explained 1.7 **Vital signs** are interpreted
2. Select and collect tools, materials and equipment	2.1 **Personal Protective Equipment (PPE)** is identified and used 2.2 **Materials, Tools and equipment** are identified and selected as per requirement 2.3 Tools, materials and equipment are checked for proper functioning 2.4 Tools, materials and equipment are prepared for measurement of vital sign
3. Measure temperature, pulse, respiration, and Blood Pressure (B.P)	3.1 Tools are collected and prepared as per job requirement 3.2 Body temperature is measured and recorded in temperature chart as per standard 3.3 Pulse is counted as per standard procedure 3.4 Respiration is counted as per standard procedure 3.5 Pulse and respiration are recorded and reported 3.6 BP is measured and recorded as per standard procedure
4. Measure height and weight	4.1 Body height and weight are measured and recorded as per work place practices 4.2 Body Mass Index (BMI) is calculated and documented as per workplace procedure

5. Measure blood glucose	5.1 Client is positioned and prepared as per job requirement
	5.2 Instruments are checked and assembled as per manufacturer specification
	5.3 Fingertip is cleaned and pricked as per standard procedure
	5.4 Blood is collected using strip
	5.5 Blood glucose is measured and documented as per work place practices
6. Maintain intake output chart	6.1. Intake fluid is measured as per standard
	6.2. Output fluid is measured as per standard
	6.3. Intake output chart is maintained and reported as per workplace practices
7. Maintain workplace and store tools	7.1 Used tools are cleaned as per standard procedure
	7.2 Tools are stored as per workplace procedure
	7.3 Waste materials are disposed as per workplace standard
	7.4 Unused materials are restored as per workplace standard
	7.5 Workplace is cleaned as per workplace standard
	7.6 Personal hygiene is maintained as per workplace practice

Range of Variables

Variable	**Range** (may include but not limited to):
1. Body parts & vital organs	1.1 Axial body parts
	1.1.1 Trunk
	1.1.2 Spine
	1.1.3 Head
	1.1.4 Neck
	1.1.5 Chest
	1.1.6 Abdomen
	1.2 Upper and lower extremities
	1.2.1 Shoulder
	1.2.2 Hand
	1.2.3 Elbow
	1.2.4 Wrist
	1.2.5 Finger
	1.2.6 Hip
	1.2.7 Knee
	1.2.8 Ankle
	1.2.9 Leg
	1.2.10 Toe
	1.3 Vital Organs
	1.3.1 Brain
	1.3.2 Heart
	1.3.3 Kidneys
	1.3.4 liver
	1.3.5 Lungs

2. Anatomical planes	2.1 Sagittal
	2.2 Coronal
	2.3 Transverse
3. Healthy body systems	3.1 Cardiovascular
	3.2 Urinary
	3.3 Digestive
	3.4 Respiratory
	3.5 Nervous
	3.6 Endocrine
	3.7 Reproductive
	3.8 Integumentary
	3.9 Musculoskeletal
	3.10 Immune system
4. Normal physical movements and postures	4.1 physical movement of upper limb
	4.1.1 Shoulder
	4.1.2 Elbow
	4.1.3 Wrist
	4.1.4 fingers
	4.2 physical movement of lower limb
	4.2.1 Hip
	4.2.2 Knee
	4.2.3 Ankle
	4.2.4 Toe
	4.3 Trunk movement
	4.4 Spinal movements
	4.4.1 Cervical
	4.4.2 Thoracic
	4.4.3 Lumber
	4.5 Normal and Abnormal posture
	4.5.1 Lying
	4.5.2 Sitting
	4.5.3 Standing
5. Common diseases	5.1 Fever
	5.2 Diarrhea
	5.3 Dehydration
	5.4 Constipation
	5.5 Common cold
	5.6 Allergic reaction
	5.7 Headache
	5.8 Backache
	5.9 Conjunctivitis
	5.10 Appendicitis
	5.11 Cholecystitis

6. Vital signs	6.1 Temperature 6.2 Pulse 6.3 Respiration 6.4 Blood Pressure (B.P)
7. Personal Protective Equipment (PPE)	7.1 Head cover 7.2 Gown 7.3 Hand gloves 7.4 Shoe cover 7.5 Safety goggles 7.6 Masks
8. Materials	8.1 Pen (Black) 8.2 Pencil (red) 8.3 Record chart 8.4 Note book/ plain paper 8.5 Clock 8.6 Simulator model 8.7 Artery forceps 8.8 Hand washing 8.9 Tissue paper
9. Tools and equipment	9.1 Stethoscope 9.2 Blood pressure machine (Analogue & Digital) 9.3 Clinical thermometer (Analogue &Digital) 9.4 Measuring jar/Bag 9.5 Weight machine 9.6 Measuring tape 9.7 Height measuring scale 9.8 Glucometer 9.9 Lancet 9.10 Lancet pen 9.11 Test strip 9.12 Insulin pen 9.13 Pulse oximeter 9.14 Waste disposal bin

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Measured temperature, pulse, respiration, and Blood Pressure (B.P) 1.2 Measured blood glucose 1.3 Maintained intake output chart
2. Underpinning knowledge	2.1 Consent is taken from client 2.2 Aseptic precaution

	2.3 Normal/ physiological range of blood pressure, body temperature, pulse and respiration.
	2.4 BMI.
	2.5 Measuring technique of body height and weight.
	2.6 Instruments to measure vital signs
	2.7 Documentation of vital signs reading.
3. Underpinning skills	3.1 Applying tools and instrument recording method.
	3.2 Identifying emergency situation and taking necessary action.
	3.3 Measuring temperature, blood pressure, height and weight, blood glucose, counting pulse and respiration
	3.4 Maintaining intake output chart.
4. Required attitudes	4.1 Commitment to occupational safety and health.
	4.2 Promptness in carrying out activities.
	4.3 Sincere and honest to duties.
	4.4 Eagerness to learn.
	4.5 Tidiness and timeliness.
	4.6 Environmental concerns.
	4.7 Respect for rights of peers and seniors at workplace.
	4.8 Communicate with peers and seniors at workplace.
5. Resource implication	The following resources must be available:
	5.1 Workplace (actual or simulated)
	5.2 Required tools & equipment
	5.3 Facilities and relevant accessories for care giving
	5.4 Required teaching aids
	5.5 Learning 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/case study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center.
	7.2 Assessment should be done by NSDA certified assessor.

Accreditation Requirements

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

Unit code and Title	OUISGC2L2V1: Assist Activities of Daily Living (ADLs)
Nominal Hours	**40 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to assist clients in Activities of Daily Living (ADLs). It includes assisting to maintain oral hygiene, toileting and changing diapers, dressing & grooming, showering/bathing and clients with domestic works as per need, feeding the client according to the nutritional needs and assisting to perform home exercise.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables
1. Maintain oral hygiene	1.1 **Personal Protective Equipment (PPE)** is used. 1.2 Teeth are brushed using **tools and materials (oral hygiene)** as per standard procedure 1.3 Tongue is cleaned as per the requirements 1.4 Dentures are cleaned if required 1.5 Dental floss is appropriately used, if required 1.6 Work area is cleaned and disposed as per workplace procedure
2. Assist in toileting	2.1 Personal Protective Equipment (PPE) is used 2.2 Suitable position and **tools and materials (toileting)** are identified as per client's condition and preference 2.3 Privacy is maintained as per client need 2.4 Assistance for toileting is provided as per requirement. 2.5 Diaper is changed as per standard procedure if required. 2.6 Patient is cleaned and repositioned. 2.7 Work area is cleaned and disposed as per workplace procedure. 2.8 Routine checking of diaper is conducted as per care plan.
3. Assist in bathing	3.1 Personal Protective Equipment (PPE) is used. 3.2 Client is explained and encouraged to take showers. 3.3 **Bathing techniques** and **tools, materials** are identified as per client's condition and preference. 3.4 Privacy is maintained as per client need 3.5 Assistance for bathing is provided as per client's condition and preference. 3.6 Clients are wiped and repositioned. 3.7 Work area is cleaned and disposed as per workplace procedure.

4. Assist in grooming	4.1	Client's needs are identified.
	4.2	Client is explained and encouraged for dressing and grooming.
	4.3	**Tools and materials for dressing and grooming** are identified as per client condition and preference.
	4.4	Dressing & grooming activities are performed.
	4.5	Patient is repositioned if required.
	4.6	Work area is cleaned and disposed as per workplace procedure.
5. Feed the client	5.1	Nutrition chart and special dietary needs are interpreted and followed
	5.2	Feeding procedure and positions are identified as per job requirement
	5.3	**Tools and materials** are identified as per client's condition and preference
	5.4	Assistance for feeding is provided using feeding tools as per requirement
	5.5	NG tube feeding is provided if required
	5.6	Work area is cleaned and disposed as per workplace procedure
	5.7	Feeding schedule is maintained as per care plan
6. Assist to home exercise	6.1.	Clients are encouraged to perform regular home exercise and body movements
	6.2.	**Types of home exercise** are identified
	6.3.	Home exercises are facilitated as required.
	6.4.	Safety precaution is maintained during exercise.
	6.5.	Client is repositioned if required.
7. Carry out Lifting and Transferring clients	7.1	Safety measures are taken to prevent physical injuries
	7.2	Positioning is maintained as per requirement
	7.3	**Lifting and Transfer Techniques** are applied as per requirement

Range of Variables

Variable	Range (may include but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Apron 1.2 Gloves 1.3 Goggles 1.4 Hair cap 1.5 Mask

2. Tools and materials (oral hygiene)	2.1	Tooth brush
	2.2	Toothpaste
	2.3	Clean gauge/cloth
	2.4	Finger toothbrush
	2.5	Mouth wash products (non-alcohol)
	2.6	Dental floss
	2.7	Tongue cleaner
	2.8	Tongue depressor
	2.9	Mackintosh
	2.10	Gloves
	2.11	Kidney tray
	2.12	Cotton swab sticks
	2.13	Cotton ball
	2.14	Bowl
	2.15	Garbage bag/Paper bag
	2.16	Face towel/small towel
3. Tools and materials (toileting)	3.1	Bedpan
	3.2	High commode
	3.3	Urinal
	3.4	Tissue paper
	3.5	Privacy screen
	3.6	Garbage bag
	3.7	Wipes
4. Bathing techniques	4.1	Bed bath
	4.2	Full bath
	4.3	Partial bath
	4.4	Sponge bath
5. Tools, materials	5.1	Soap
	5.2	Towels
	5.3	Bucket
	5.4	Bowl
	5.5	Powder
	5.6	Lotion
	5.7	Bath blanket
	5.8	Bath thermometer
	5.9	Rubber sheet
	5.10	Shower gel
	5.11	Shampoo
	5.12	Ear protecting equipment
	5.13	Sponge cloth
	5.14	Privacy screen

6. Tools and materials for dressing and grooming	6.1 Dressing:
	     6.1.1 Clothing
	     6.1.2 Towels
	     6.1.3 Cloth hangers
	     6.1.4 Ironing tools
	6.2 Grooming:
	     6.2.1 Shaving kits
	     6.2.2 Hair Trimmer/Scissor
	     6.2.3 Hair dryer
	     6.2.4 Comb
	     6.2.5 Hair Band/clip
	     6.2.6 Shampoo
	     6.2.7 Cotton bud
	     6.2.8 Soap
	     6.2.9 Liquid soap bottle
	     6.2.10 Body spray
	     6.2.11 Lotion
	     6.2.12 Moisturizer
	     6.2.13 Oil
	     6.2.14 Nail cutter
	     6.2.15 Nail filer
	     6.2.16 Powder
	     6.2.17 Mug
	  6.3 Plastic table cloth

7. Tools and materials	7.1 Cup/Measuring cup 7.2 Spoon/fork 7.3 Plate/bowl 7.4 Jug 7.5 Glass 7.6 Feeder 7.7 Feeding syringe 7.8 NG tube 7.9 Feeding gown 7.10 Towels/tissue
8. Types of home exercise	7.1 Limb exercise (range of motion exercise for upper & lower limbs) 7.2 Core stability exercise 7.3 Walking/gait education 7.4 Back care/Back massages
8. Lifting and transfer Technique	9.1 Paralyzed patient 9.2 Wheel chair 9.3 Gait lift 9.4 Patient lifting (emergency medical care)

	9.5 Patient lifting (unconscious bed to bed)

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Maintained oral hygiene 1.2 Assisted in toileting 1.3 Assisted in bathing 1.4 Assisted in grooming 1.5 Fed the client 1.6 Assisted to home exercise 1.7 Carried out Lifting and Transferring clients
2. Underpinning knowledge	2.1 Consent is taken from client 2.2 Aseptic precaution 2.3 Interpret personal hygiene 2.4 Maintaining oral hygiene 2.5 Diaper using procedure 2.6 Cleaning and positioning the client 2.7 Tools for dressing and grooming 2.8 Nutrition chart is interpreted and followed 2.9 Proper feeding tools 2.10 Basic knowledge of physiotherapy 2.11 Types of home exercise
3. Underpinning skills	3.1 Maintaining the oral hygiene 3.2 Assisting in bathing. 3.3 Assisting in toileting. 3.4 Changing the diaper. 3.5 Cleaning body parts. 3.6 Implementing the appropriate methods and tools of bed making. 3.7 Interpreting the nutrition chart. 3.8 Providing assistance to facilitate home exercise.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5. Resource implication	The following resources must be available: 5.1 Workplace (actual or simulated) 5.2 Required tools and equipment 5.3 Facilities and relevant accessories for care giving

	5.4 Required teaching aids
	5.5 Learning 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/Case study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center.
	7.2 Assessment should be done by NSDA certified assessor.

Accreditation Requirements

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Unit Code and Title	OUISGC3L2V1: Perform Clinical Caregiving
Nominal Hours	**40 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform clinical caregiving. It includes implementing and monitoring infection control policies and procedures, administering drugs, collecting sample, performing common wound dressing, positioning and transfer the client, caring of catheter and colostomy bags, and assisting to use supportive devices.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables
1. Implement and monitor infection control policies and procedures	1.1 Infection control policies and procedures are interpreted 1.2 Workplace infection control policy and procedure are integrated into work practices 1.3 Infection control performance is monitored and improved
2. Administer drugs	2.1 Need of administering drugs is identified 2.2 Scope of administering drugs is explained 2.3 Drugs are checked routinely for name, instructions and expiry date 2.4 Drugs are administered through **routes of drug administration** according to the physician's advice 2.5 Adverse effect of drugs (if any) is reported to appropriate authority 2.6 Drugs are stored according to the standard procedure 2.7 All administered medications are documented and preserved in designated formats in client's file
3. Collect sample	3.1 Personal Protective Equipment (PPE) is collected and worn as per job requirement 3.2 Consent is taken for sample collection from responsible person 3.3 Instructions are followed and reviewed for sample collection 3.4 Different **sample collection instruments** are identified and organized 3.5 **Samples** are collected, labeled and transferred to laboratory
4. Perform common wound dressing	4.1 Personal Protective Equipment (PPE) is collected and worn as per job requirement 4.2 **Common wounds** are identified 4.3 **Dressing materials** are selected to apply dressings

	4.4 Dressing is applied following proper procedures
	4.5 Client is placed in a comfortable position.
	4.6 Area is cleaned and used items are disposed.
	4.7 Pressure sore is explained and preventive measures are taken.
5. Care of catheter and colostomy bags	5.1 Personal Protective Equipment (PPE) is worn
	5.2 Standard precaution is maintained
	5.3 Urine bag, catheter care, colostomy bag is interpreted
	5.4 Urine bag is cleaned and readjusted as required
	5.5 Colostomy bag is cleaned and disposed
	5.6 Color and smell of the urine and stool are checked and reported as required
	5.7 Urine output is measured and documented as per care plan
6. Assist to use supportive devices	6.1 **Supportive devices** are identified.
	6.2 Clients are encouraged and motivated to properly use supportive devise.
	6.3 Supportive devices are used accordingly.
	6.4 Safety measures are followed.
	6.5 Cleaning & maintenance of supportive devices are performed.

Range of Variables

Variable	**Range** (may include but not limited to):
1. Routes of drugs administration	1.1 Oral
	1.2 Sublingual
	1.3 Rectal
	1.4 Cutaneous
	1.5 Inhalation
	1.6 Nasal
	1.7 Nebulization
	1.8 Parenteral
	1.9 Subcutaneous
	1.10 Intravenous
	1.11 Intramuscular
	1.12 Intradermal
	1.13 Topical Administration
2. Sample collection instrument	2.1 Container with lid
	2.2 Labeling
	2.3 Spatula
	2.4 Micropore
	2.5 Gauge piece
	2.6 Cotton roll
	2.7 Test tube

	2.8 Swab stick
	2.9 Syringe
	2.10 Syringe destroyer
3. Samples	3.1 Urine
	3.2 Stool
	3.3 Sputum
	3.4 Saliva
	3.5 Pus
4. Common wounds	4.1 Burn
	4.2 Blunt injury
	4.3 Cut injury
	4.4 Surgical surface area
	4.5 Bed/Pressure sores
5. Dressing materials	5.1 Sterile gauge
	5.2 Cotton
	5.3 Roller bandage
	5.4 Band aid
	5.5 Povidone Iodine solution
	5.6 Antibiotic ointment
	5.7 Antiseptics
	5.8 Scissor
	5.9 Forceps
	5.10 Splint
6. Supportive devices	6.1 Oxygen cylinder with flow meter
	6.2 Ambu bag
	6.3 Hearing aid
	6.4 Vision aid
	6.5 Walker
	6.6 Cane
	6.7 Crutch
	6.8 Suction machine
	6.9 Parallel bar
	6.10 Nebulizer

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Implemented and monitored infection control policies and procedures
	1.2 Administered drugs
	1.3 Performed common wound dressing
	1.4 Positioned and transferred the client
	1.5 Cared of catheter and colostomy bags

2.	Underpinning knowledge	2.1 Type of drugs and their routes of administration. 2.2 The guideline prescribed or instructed by physician. 2.3 Sample collection and preservation technique. 2.4 Wounds dressing technique. 2.5 Anatomical positions and normal body postures. 2.6 Normal and comfortable body reposition and transferring. 2.7 Importance of regular physical activities and body movements. 2.8 Catheter and colostomy bags and their care. 2.9 Supportive devices: use and maintain.
3.	Underpinning Skills	3.1 Applying appropriate wound dressing. 3.2 Identifying proper body positioning and transferring skills. 3.3 Implementing catheter and colostomy bag care and management.
4.	Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5.	Resource implication	The following resources must be available: 5.1 workplace (actual or simulated) 5.2 required tools & equipment 5.3 facilities and relevant accessories for care giving 5.4 required teaching aids 5.5 learning 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/Case Study
7.	Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center. 7.2 Assessment should be done by NSDA certified assessor.

Accreditation Requirements
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Unit Code and Title	OUISGC4L2V1: Maintain Nutrition, Food Safety and Diet plan
Unit Descriptor	This unit covers to the knowledge, skills and attitudes required to maintain nutrition, food safety and diet plan. It includes interpreting nutrition and hydration, ensure food safety, calculating calorie requirement of client, interpreting vitamins, and following diet plan.
Nominal Hours	30 Hours
Elements of competency	Performance Criteria **Bold &italicized** terms are elaborated in the Range of Variables
1. Interpret Nutrition and Hydration	1.1 Cultural & religious factors are identified and followed 1.2 **Food Elements** and their functions are described 1.3 Factors affecting nutrient intake are deduced 1.4 Signs of poor nutrition on human body are identified 1.5 Balanced nutritious diet is interpreted 1.6 Hydration and dehydration are interpreted 1.7 Menu is planned following guidelines and nutrition value
2. Ensure food safety	2.1 Food safety is interpreted 2.2 Food is prepared following specified procedure ensuring food safety 2.3 Hygiene is maintained during food preparation 2.4 Food storage procedure is followed as per standard and WHO guideline
3. Calculate calorie requirement of client	3.1 Calculate calorie requirement according to Basal metabolic rate (BMR) 3.2 Calorie values of **common foods** are listed. 3.3 Food plan is prepared according to client's calorie requirements.
4. Interpret vitamins	4.1 Vitamins and source of vitamins are identified 4.2 Functions of vitamins are explained 4.3 Common signs of vitamin deficiency are interpreted
5. Follow diet plan	6.4 Client's diet plan is interpreted 6.5 Diet plan is followed as per care plan
Range of Variables	
Variable	**Range** (may include but not limited to):
1. Food Elements	1.1 Carbohydrate 1.2 Protein 1.3 Fat

	1.4 Vitamins
	1.5 Mineral
	1.6 Water
2. Common foods	2.1 Meat
	2.2 Rice
	2.3 Bread
	2.4 Vegetables
	2.5 Fish
	2.6 Fruits
	2.7 Milk
	2.8 Egg

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Ensured food safety
	1.2 Calculated calorie requirement of client
	1.3 Followed diet plan
2. Underpinning knowledge	2.1 Nutrition, good nutrition & diets
	2.2 Causes of poor nutrition and its signs
	2.3 Balance diet and its importance
	2.4 Care plan
	2.5 Nutritional status assessment
	2.6 Food classification
	2.7 Food Elements and their functions
	2.8 Food illness and hygiene
	2.9 Food guide pyramid
	2.10 Classification of vitamins
3. Underpinning skills	3.1 Assessing nutritional status
	3.2 Preparing menu plan and guidelines
	3.3 Calculating calorie according to basal metabolic rate (BMR)
	3.4 Serving size of meal
4. Required attitudes	4.1 Commitment to occupational safety and health.
	4.2 Promptness in carrying out activities.
	4.3 Sincere and honest to duties.
	4.4 Eagerness to learn.
	4.5 Tidiness and timeliness.
	4.6 Environmental concerns.
	4.7 Respect for rights of peers and seniors at workplace.
	4.8 Communicate with peers and seniors at workplace.
5. Resource implication	The following resources must be available:
	5.1 Workplace (actual or simulated)
	5.2 Required tools and equipment

	5.3 Facilities and relevant accessories for care giving
	5.4 Required teaching aids
	5.5 Learning 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/Case study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center.
	7.2 Assessment should be done by NSDA certified assessor.

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Unit Code and Title	**OUISGC5L2V1: Maintain basic Housekeeping in caregiving**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to maintain basic housekeeping in caregiving. It includes preparing for cleaning, cleaning the bedroom, washing and ironing clothes and maintaining cleaning cleaning items.
Nominal Hours	**40 Hours**
Elements of competency	**Performance Criteria** **Bold &italicized** terms are elaborated in the Range of Variables
1. Prepare for cleaning	1.1 Personal protective equipment (PPE) is identified and used as per job requirement 1.2 **Cleaning tools / kits** are identified and selected 1.3 Functions of cleaning tools / kits are interpreted 1.4 **Cleaning methods** are interpreted 1.5 **Cleaning agents** are identified and selected as per requirements
2. Clean the bedroom	2.1 Curtains/blinds are set and adjusted as per lighting and ventilation requirements 2.2 **Scattered items** are orderly placed at their designated locations 2.3 Dusting is performed to clean the **bedroom furniture** 2.4 Carpets are cleaned as per job requirement 2.5 Bed is prepared as per the client's requirement 2.6 Floor cleaning is carried out
3. Wash and iron clothes	3.1 Client's clothes and bedlinen are checked and sorted 3.2 Stains are removed 3.3 Washing equipment and supplies are prepared 3.4 laundry is performed 3.5 Client's clothes and bedlinen are dried and ironed
4. Maintain cleaning items	4.1 Waste is disposed as per workplace standard 4.2 Bins are cleaned and maintained 4.3 Cleaning agents and supplies are refilled where necessary 4.4 Cleaning items & supplies are cleaned and stored according to workplace standard
Range of Variables	
Variable	**Range** (may include but not limited to):

1. Cleaning tools/kits	1.1 Brooms
	1.2 Different types of brushes
	1.3 Microfiber cloth
	1.4 Abrasives
	1.5 Bucket
	1.6 Spray bottle
	1.7 Squeegee
	1.8 Sponge
	1.9 Mop
	1.10 Dust pan
	1.11 Vacuum cleaner
2. Cleaning methods	2.1 Manual Cleaning
	2.2 Mechanized cleaning
3. Cleaning agents	3.1 Detergents
	3.2 Degreasers
	3.3 Abrasives
	3.4 Acidic cleaning agent
4. Scattered items	4.1 Bed sheets
	4.2 Pillows/pillow cover
	4.3 Blankets
	4.4 Used cloths
	4.5 Mosquito net
	4.6 Magazine
	4.7 Toys
5. Bed room furniture	5.1 Bed
	5.2 Carpets
	5.3 Curtains
	5.4 Door mat
	5.5 Floors and other surface
	5.6 Windows
	5.7 Frames
	5.8 Glass panels

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspects of competency	1.1 Cleaned the bedroom
	1.2 Washed and ironed clothes, linen and fabric of the clients
	1.3 Cleaned and stored cleaning items

2. Underpinning knowledge	2.1 Cleaning process of surfaces and floors 2.2 Cleaning process of furnishing and fixtures **2.3** Cleaning process of **Bathroom,** bedroom & kitchen 2.4 Washing equipment and supplies	
3. Underpinning skills	3.1 Washing and ironing clothes, linen and fabric 3.2 Cooking meals and dishes according to recipes 3.3 Performing laundry and iron dry clothes, linen and fabric 3.4 Preparing ingredients according to recipes 3.5 Preparing sauces, dressings and garnishes 3.6 Preparing desserts, salads & sandwiches	
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.	
5. Resource implication	The following resources must be available: 5.1 Workplace (actual or simulated) 5.2 Required tools and equipment 5.3 Facilities and relevant accessories for care giving 5.4 Required teaching aids 5.5 Learning 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/Case Study	
7. Context of assessment	6.1 Competency assessment must be done in NSDA accredited assessment centre 6.2 Assessment should be done by a NSDA certified/nominated assessor	

Accreditation Requirements

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Unit Code and Title	**OUISGC6L2V1: Apply Basic Physiotherapy in caregiving**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in applying basic physiotherapy in caregiving. It specifically includes interpreting physiotherapy, assisting in body movement, ensuring joint mobility, and assisting in strengthening Exercise.
Nominal Hours	**40 Hours**
Elements of competency	**Performance Criteria** **Bold & underlined** terms are elaborated in the Range of Variables
1. Interpret Physiotherapy	1.1 Physiotherapy is defined 1.2 **Classification of physiotherapy** is interpreted 1.3 **Multi-disciplinary team (MDT)** is interpreted
2. Assist in Body Movement	2.1 Client is assisted to perform **active movements** 2.2 Client is assisted to perform **Passive movements** 2.3 Gait was treated according to set standard 2.4 Client is assisted in limb activity
3. Ensure Joint Mobility	3.1 Range of joint movement is screened 3.2 Exercise was introduced to client to prevent joint stiffness 3.3 Techniques of mobilizing joints are applied
4. Assist in strengthening exercise	4.1 Client is assisted with muscle strength exercise 4.2 Client is practiced with posture exercise 4.3 Client is assisted with balance exercise 4.4 Client is guided with breathing techniques 4.5 Client is assisted with manipulation Techniques 4.6 Injuries that need physiotherapy is identified and treated
Range of Variables	
1. classification physiotherapy	**Range** (may include but not limited to): 1.1 Active 1.2 Passive 1.3 Walking 1.4 Swimming 1.5 Aquatic therapy 1.6 Mobility Aid 1.7 Manual therapy
2. Multi-disciplinary team (MDT)	2.1 Physiotherapy 2.2 Occupational therapy 2.3 Speech and language therapy

3. Active movements	3.1 Assisted
	3.2 Free
	3.3 Assisted-Resisted
	3.4 Resisted
4. Passive movements	4.1 Relaxed passive movements including accessory movements
	4.2 Passive manual Mobilization techniques

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Assisted in Body Movement
	1.2 Ensured Joints Mobility
	1.3 Assisted in strengthening Exercise
2. Underpinning knowledge	2.1 Classification of physiotherapy
	2.2 A brief history of physiotherapy in Bangladesh
	2.3 Movement of patient
	2.4 Range of joint movement
	2.5 Prevention of joint stiffness
	2.6 Techniques of mobilizing joints
	2.7 Posture
	2.8 Manipulation Techniques
	2.9 Injuries that need physiotherapy
3 Underpinning skills	3.1 Assisting in body movement
	3.2 Performing patient lifting
	3.3 applying techniques of mobilizing joints
	3.5 Identifying injuries that need physiotherapy
4. Required attitudes	4.1 Commitment to occupational safety and health.
	4.2 Promptness in carrying out activities.
	4.3 Sincere and honest to duties.
	4.4 Eagerness to learn.
	4.5 Tidiness and timeliness.
	4.6 Environmental concerns.
	4.7 Respect for rights of peers and seniors at workplace.
	4.8 Communicate with peers and seniors at workplace.
5. Resource implication	The following resources must be available:
	5.1 Workplace (actual or simulated)
	5.2 Required tools & equipment's, facilities and relevant accessories
	5.3 Required teaching aids
	5.4 Learning 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/Case study
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre.
	7.2 Assessment should be done by a NSDA certified/nominated assessor.

Accreditation Requirements

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

Development of Competency Standard by Technical Sub-Committee

The Competency Standards for National Skills Certificate in **General Caregiving** occupation is Developed by the Technical sub-committee of NSDA during June13– 21, 2021.

Respectable members:

1.	Alif Rudaba, Member (Planning & Skills Standard) Joint Secretary, National Skills Development Authority	Chairperson
2.	Brig. Ge. (Rtd.) Md Bashidul Islam, Chairman, CIB Foundation, 0171130914	Member
3.	Dr. Nowsheen Sharmin Purabi, Chairperson, Live Healthy Foundation, dr.purabi@yahoo.com, 01911357465	Member
4.	Md. Abu Salhe (Forkan), Proprietor, Israt Care Givers provides, isratnursing.bd@gmail.com, +880 1911-545552, +880 1716-021021	Member
5.	Shariat Rahman CEO and MD, Amar Astha Ltd. , shariat.rahman@gmail.com, 01760892444	Member
6.	Sk. Moniruzzaman, Associate Professor and head Department of OT, Bangladesh Health Professional Institute (BHPI).	Member
7.	Dr. W Reja, Head of Training, CIB Foundation, drwreja@gmail.com, 01911314551	Member
8.	Sadia Shamim, Caregiver Co-ordinator, Songjog Care Giver Team, sadiashamim02@gmail.com, 01911549519	Member
9.	Md. Foyejur Rahman Reza, Senior Executiver, Clara Care Services Ltd., claracareservicesltd@gmail.com, 01618155582	Member
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12.	S Khatun, Instructor, CIB Foundation, cibmohammadpur@gmail.com, 01921598784	Member
13.	Sadika islam popy, Caregiver,Songjog caregiver team, sadikaislampopy84@gmail.com, 01819532343	Member
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15.	Mahbub Ul Huda, Specialist (CS, CAD, CBC, CBLM, AT), sp3.nsda@gmail.com, 01735490491	Member
16.	Md. Quamruzzaman, Director (Skills Standard), NSDA, Cell: 01819189320 Email: qzaman40@yahoo.com	Member
17.	Iffat Jahan, Deputy Director (Skills Standard), National Skills Development Authority, dd.skillsstandard@nsda.gov.bd, 8801811458150	Member
18.	Saida Khanam, Assistant Director (Skills Standard), National Skills Development Authority, ad.skillsstandard@nsda.gov.bd, +8801763083438	Member

Validation of Competency Standard by Standard and Curriculum Validation Committee

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

Respectable members of the SCVC:

1.	Mirza Nurul Gani Shovon, Chairman, Informal Sector ISC	Chairperson
2.	Mst. Benuara Khatun, Deputy Director (Day care), Department of Women Affairs, Bangladesh.	Member
3.	Md. Mostafizur Rahman, Deputy Director, Department of Social Services, Bangladesh.	Member
4.	Brig. Ge. (Rtd.) Md Bashidul Islam, Chairman, CIB Foundation, 0171130914	Member
5.	Dr. Nowsheen Sharmin Purabi, Chairperson, Live Healthy Foundation, dr.purabi@yahoo.com, 01911357465	Member
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12.	Mahbub Ul Huda, Specialist (CS, CAD, CBC, CBLM, AT), NSDA. sp3.nsda@gmail.com, 01735490491	Member
13.	Md. Quamruzzaman, Director (Skills Standard), NSDA, Cell: 01819189320 Email: qzaman40@yahoo.com	Member
14.	Iffat Jahan, Deputy Director (Skills Standard), National Skills Development Authority, dd.skillsstandard@nsda.gov.bd, 8801811458150	Member