



COMPETENCY STANDARD FOR General Caregiving

Level: 2

(Informal Sector)

Competency Standard Code: CS-IS-GC-L2-EN-V2



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

Copyright

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This Competency Standard for General Caregiving 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. "**General Caregiving**" 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 General Caregiving in Informal Sector

Level Descriptors of BNQF 1-6

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
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
NSDA	National Skills Development Authority
ISC	Industry Skills Council
BNQF	Bangladesh National Qualification 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
KSA	Knowledge, Skills, and Attitudes
PPE	Personal Protective Equipment
BMI	Body Mass Index
ASD	Autism spectrum disorder
BP	Blood Pressure
CPR	Cardiopulmonary resuscitation
ADL	Activities Of Daily Living

Approved by
44th Authority Meeting of NSDA
Held on 18 June 2025

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

Course Structure

SL No	Unit code and Title		UOC Level	Nominal (hours)
Generic Units of Competencies				
1.	GU-02-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	1	15
2.	GU-01-L3-V1	Apply basic IT skills	3	20
Sub Total			35	
Sector Specific Units of Competencies				
3.	SU-IS-01-L2-V2	Interpret The Ground Rules of Caregiving	2	15
4.	SU-IS-02-L2-V2	Interpret Legal and Ethical Issues in Caregiving	2	15
5.	SU-IS-03-L2-V2	Carryout Basic First Aid	2	35
Sub Total			65	
Occupation Specific Units of Competencies				
6.	OU-IS-GC-01-L2-EN-V2	Perform Health Screening	2	50
7.	OU-IS-GC-02-L2-EN-V2	Assist In Activities of Daily Living (ADLS)	2	50
8.	OU-IS-GC-03-L2-EN-V2	Perform Clinical Caregiving	2	60
9.	OU-IS-GC-04-L2-EN-V2	Maintain Nutrition, Food Safety and Diet Plan	2	20
10.	OU-IS-GC-06-L2-EN-V2	Apply Basic Physiotherapy in Caregiving	2	50
11.	OU-IS-GC-01-L2-EN-V2	Maintain Basic Housekeeping in Caregiving	2	30
Sub Total			260	
Workplace Attachment			80	
Total Duration			440	

Units & Elements at Glance

Generic Competencies

Code	Unit of competency	Elements of competency	Duration (hours)
GU-02-L1-V1	Apply Occupational Safety and Health (OSH) procedure In the Workplace	<ol style="list-style-type: none"> 1. Identify OSH policies and procedures 2. Follow OSH procedure 3. Report hazards and risks 4. Respond to emergencies 5. Maintain personal well-being 	15
GU-01-L3-V1	Apply basic IT skills	<ol style="list-style-type: none"> 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
Total hours			35

Sector specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
SU-IS-01-L2-V1	Interpret the Ground Rules of Caregiving	<ol style="list-style-type: none"> 1. Interpret Caregiving 2. Recognize the Job responsibilities of caregivers 3. Interpret Enabling Conditions for caregivers 	15
SU-IS-02-L2-V1	Interpret Legal and Ethical Aspects in Caregiving	<ol style="list-style-type: none"> 1. Recognize Legal and Ethical Issues 2. Interpret Rights in Caregiving 	15
SU-IS-03-L2-V1	Carryout Basic First Aid	<ol style="list-style-type: none"> 1. Assess Accidental Situation 2. Perform Response to the Victim 	35
Total hours			65

Occupation specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
OU-IS-GC-01-L2-EN-V2	Perform Health Screening	<ol style="list-style-type: none"> 1. Interpret the Basics of Human Body System 2. Select and Collect Tools, Materials and Equipment 3. Measure Vital Signs 4. Measure Height and Weight 5. Measure Blood Glucose 6. Maintain Intake Output Chart 7. Maintain Workplace and Store tools 	50
OU-IS-GC-02-L2-EN-V2	Assist in Activities of Daily Living (ADLS)	<ol style="list-style-type: none"> 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 	50
OU-IS-GC-03-L2-EN-V2	Perform Clinical Care Giving	<ol style="list-style-type: none"> 1. Interpret Clinical Caregiving 2. Administer Drugs 3. Collect Samples 4. Perform Common Wound Dressing 5. Care of Catheter and Colostomy Bags 6. Assist to Use Supportive Devices 	60
OU-IS-GC-04-L2-EN-V2	Maintain Nutrition, Food Safety and Diet Plan	<ol style="list-style-type: none"> 1. Interpret Nutrition and Hydration 2. Maintain Food Hygiene and Safety 3. Follow Diet Plan 	15
OU-IS-GC-05-L2-EN-V2	Apply Basic Physiotherapy in Caregiving	<ol style="list-style-type: none"> 1. Interpret Physiotherapy 2. Assist in Body Movement 4. Assist in Exercising 	50
OU-IS-GC-06-L2-EN-V2	Maintain Basic Housekeeping in Caregiving	<ol style="list-style-type: none"> 1. Prepare for Cleaning 2. Clean the Bedroom 3. Wash and Iron Clothes 4. Maintain Cleaning Items 	30
Total Hours			260

Generic Units of Competencies

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

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	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 stated OHS policies and safe operating procedures 1.2 followed safety signs and symbols 1.3 used personal protective equipment (PPE) 1.4 maintained workplace clear and tidy 1.5 assessed and Controlled hazards 1.6 followed emergency procedures 1.7 followed contingency measures 1.8 implemented corrective actions
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Define OHS 2.2 OHS Workplace Policies and Procedures 2.3 Work Safety Procedures 2.4 Emergency Procedures 2.5 Hazard control procedure 2.6 Different types of Hazards 2.7 PPE and uses 2.8 Personal Hygiene Practices 2.9 OHS Awareness
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Accessing OHS policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace 5.2 Equipment and outfits appropriate in applying safety measures 5.3 Tools, materials and documentation required 5.4 OHS Policies and Procedures
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of assessment	<ul style="list-style-type: none"> 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	GU-01-L3-V1: Apply Basic IT Skills
Nominal Hours	20 Hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to apply basic IT skills.</p> <p>It specifically includes Identifying and using most commonly used IT Tools, operating computer, working with word processing software, using spread sheet packages to create /prepare worksheets, using presentation packages to create / prepare presentation, Print the documents and Use the Internet and Access E-Mail.</p>
Elements of Competency	<p>Performance Criteria</p> <p><u>Bold and Underlined</u> terms are elaborated in the Range of Variables Training Components.</p>
1. Identify and use most commonly used IT Tools	<p>1.1 Context of IT is interpreted</p> <p>1.2 Commonly used <u>IT tools</u> are identified</p> <p>1.3 Safe work practice and OSH Standards are followed</p>
2. Operate Computer.	<p>2.1 <u>Peripherals</u> are checked and connected with computer as per standard</p> <p>2.2 Power cords / adapter are connected with computer and power outlets socket safely.</p> <p>2.3 Computer is switched on gently.</p> <p>2.4 PC <u>desktop / GUI</u> settings are arranged and customized as per requirement.</p> <p>2.5 Files and folders are created, opened, copied, renamed, deleted and sorted as per requirement.</p> <p>2.6 Properties of files and folders are viewed and searched.</p> <p>2.7 Disks are defragmented, formatted as per requirement.</p>
3. Work with word processing software.	<p>3.1 Word Processing software is selected and started</p> <p>3.2 Basic typing technique is demonstrated</p> <p>3.3 <u>Documents</u> are created as per requirement in personal use and office environment</p> <p>3.4 <u>Contents</u> are entered.</p> <p>3.5 Documents are <u>formatted</u>.</p> <p>3.6 Paragraph and page settings are completed</p> <p>3.7 Saving and retrieving technique of a document are interpreted</p>
4. Use spread sheet packages to create /prepare worksheets	<p>4.1 Spread sheet packages are selected and started.</p> <p>4.2 Worksheets are created as per requirement in Personal use and office environment.</p>

	4.3 Data are entered 4.4 <u>Functions</u> are used for calculating and editing logical operation 4.5 <u>Sheets</u> are formatted as per requirement. 4.6 <u>Charts</u> 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 are 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 recipient. 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. Peripherals	1.1 Monitor 1.2 Keyboard 1.3 Mouse 1.4 Modem

	1.5 Scanner 1.6 Printer
2. Desktop / GUI settings	2.1 Icons 2.2 Taskbar 2.3 View 2.4 Resolutions
3. Documents	3.1 Word documents 3.2 Standard CV / Bio-Data with different text & fonts, image and table. 3.3 Application / Official letter with proper paragraph and indenting, spacing, styles, Illustrations, Tables, Header & Footers and symbols. 3.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering.
4. Contents	4.1 Illustrations and styles 4.2 Text 4.3 Table 4.4 Symbols 4.5 Header & Footer
5. Formatted.	5.1 Bold 5.2 Italic 5.3 Underline 5.4 Font size, colour, 5.5 Change case 5.6 Alignment and intend
6. Functions	6.1 Mathematics 6.2 Logical 6.3 Simple Statistical
7. IT tools	7.1 Phone 7.2 Cell Phone 7.3 TABs 7.4 Radio 7.5 Television 7.6 Computers 7.7 Laptops 7.8 Notebooks 7.9 Internet 7.10 Software 7.11 Satellite

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 Followed OSH Standard and Safe Work Procedures. 1.2 Created, opened, copied, renamed, deleted and sorted files and folders as per requirement. 1.3 Completed application software Installations properly 1.4 Performed simple trouble shooting with Computer 1.5 Demonstrated typing on word processing software, save and retrieve documents 1.6 Used functions for calculating and editing logical operation in spread sheet. 1.7 Configured appropriate printer settings and printed the document. 1.8 Demonstrated ability to create email accounts. 1.9 Demonstrated ability to use email account for different online 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 simple trouble shooting with Computer 3.3 Demonstrating typing on word processing software 3.4 Saving and retrieving documents on Word Processing software. 3.5 Demonstrated ability to create email accounts 3.6 Opening an email account and use it for different purpose.

	3.7 Configured appropriate printer settings and printed the document 3.8 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	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7 Context of Assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after Completion of the training module. 7.2 Assessment should be done by a 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Sector Specific Units of Competencies

Unit Code and Title	SU-IS-01-L2-V2: Interpret the Ground Rules of Caregiving
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret the ground rules of care giving. It includes interpreting caregiving, recognizing the job responsibilities of caregivers, interpreting enabling conditions for caregivers.
Nominal Hours	15 Hours
Elements of competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Interpret Caregiving	1.1 Caregiving as an occupation is interpreted 1.2 <u>Principles of caregiving</u> are recognized 1.3 <u>Categories of caregiver</u> are identified as per service 1.4 Necessity and opportunities of caregiver are interpreted 1.5 Basic rights of caregivers are elaborated 1.6 Ethics and code of conducts for caregivers are recognized
2. Recognize the Job Responsibilities of Caregivers	2.1 <u>Working environment</u> of caregivers is recognized 2.2 <u>Duties and job responsibilities of caregivers</u> are listed 2.3 Priority, problems and solutions are interpreted
3. Interpret Enabling Conditions for Caregivers	3.1 Counseling needed for <u>clients</u> are explained 3.2 Early signs of caregiver's distress are recognized 3.3 Coping with stress and <u>need for support</u> of the caregivers related to occupational <u>burnout</u> are identified
Range of Variables	
Variable	Range (may include but not limited to):
1. Principles of caregiving	1.1 Respect for dignity 1.2 Confidentiality 1.3 Empathy 1.4 Effective Communication 1.5 Safety and Well-being 1.6 Competence and Accountability 1.7 Promoting Independence 1.8 Cultural Sensitivity 1.9 Holistic Care
2. Categories of caregiver	2.1 Family caregiver 2.2 Professional caregiver 2.3 Independent caregiver 2.4 Informal caregiver 2.5 Volunteer caregiver
3. Working environment	3.1 Home 3.2 Hospitals and clinic 3.3 Old age home

	3.4 Day care center 3.5 Special care center 3.6 Rehabilitation center
4. Duties and job responsibilities of caregiver	4.1 Personal Care Assistance 4.2 Health Monitoring and Basic Medical Support 4.3 Mobility and Transportation 4.4 Companionship and Emotional Support 4.5 Record Keeping and Communication 4.6 Safety and Emergency Preparedness 4.7 Advocacy and Support 4.8 Meal Preparation and Nutrition Support 4.9 Housekeeping and Home Maintenance
5. Clients	5.1 Individual 5.2 Group 5.3 Family
6. Need for support	6.1 Respite care 6.2 Recreation 6.3 Basic physical exercise 6.4 Meditation
7. Burnout	7.1 Fatigue 7.2 Emotional numbness 7.3 Increase irritability 7.4 Lack of concentration 7.5 Loss of interest in work
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 principles and categories of caregiving 1.2 recognized the job responsibilities of caregivers 1.3 interpreted priority, problems and solutions 1.4 interpreted enabling conditions for caregivers
2. Underpinning knowledge	2.1 Caregiving occupation 2.2 Principles of caregiving 2.3 Categories of caregiver 2.4 Necessity and opportunities of caregiver 2.5 Ethics and code of conducts 2.6 Working environment of caregivers 2.7 Duties and job responsibilities of caregivers 2.8 Priority, problems and solutions 2.9 Counseling needed for clients 2.10 Early signs of caregiver's distress 2.11 Stress and need for support of the caregivers 2.12 Occupational burnout are identified
3. Underpinning skills	3.1 Interpreting principles and categories of caregiving 3.2 Recognizing the job responsibilities of caregivers 3.3 Interpreting priority, problems and solutions

	3.4 Interpreting enabling conditions for caregivers
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 learning aids 5.3 Learning materials
6. Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	SU-IS-02-L2-V2: Interpret Legal and Ethical Aspects in Caregiving
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret legal and ethical aspects in caregiving. It specifically includes recognizing legal and ethical aspects, interpreting rights in caregiving.
Nominal Hours	15 Hours
Elements of competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Recognize Legal and Ethical Aspects	1.1 <u>Legal terms</u> and definitions related to caregiving are stated 1.2 <u>Ethical principles and actions</u> are elaborated 1.3 <u>Abuse</u> , Unethical behaviors & Misconduct are identified and reported as per standard procedure 1.4 Results of abuse, Unethical behaviors & Misconduct are interpreted 1.5 Safety & self-defense are assessed and maintained
2. Interpret Rights in Caregiving	2.1 <u>Rights of clients</u> are interpreted 2.2 <u>Rights of the Caregivers</u> are described 2.3 Offer letter is assessed and negotiated as per standard procedure
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 Perform assigned work only 2.3 Avoid doing careless activities 2.4 Report abuse 2.5 Honesty 2.6 Respect 2.7 Reliability 2.8 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
4. Rights of clients	4.1 Informed Consent 4.2 Know about Caregivers 4.3 Ask Questions 4.4 Choose & refuse Treatment 4.5 Care for Special Needs 4.6 Receive Quality Care 4.7 Respect 4.8 Privacy and Confidentiality 4.9 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 and confidentiality 5.3 Standard wages, leaves 5.4 Safe working environment 5.5 Facility for training and skills enhancement
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 terms and definition 1.2 identified and reported abuse, unethical behaviors and misconduct 1.3 assessed and maintained safety & self-defense 1.4 interpreted rights of clients and caregivers
2. Underpinning knowledge	2.1 Legal terms and definitions 2.2 Ethical principles and actions 2.3 Abuse, Unethical behaviors & Misconduct 2.4 Results of abuse, Unethical behaviors & Misconduct 2.5 Safety & self-defense

	2.6 Rights of clients 2.7 Rights of the Caregivers 2.8 Offer letter assessment and negotiation
3. Underpinning Skills	3.1 Interpreting legal terms and definition 3.2 Identifying and reporting abuse, unethical behaviors and misconduct 3.3 Assessing and maintaining safety & self-defense 3.4 Interpreting rights of clients and caregivers
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 caregiving 5.3 Required teaching aids 5.4 Learning materials
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 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	SU-IS-03-L2-V2: 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 response to victim.
Nominal Hours	35 Hours
Elements of competency	Performance Criteria <u>Bold & underline</u> terms are elaborated in the Range of Variables
1. Assess Accidental Situation	1.1 <u>Basics of first aid</u> are interpreted 1.2 <u>Principles of First Aid</u> are interpreted based on WHO 1.3 <u>Emergency actions</u> are recognized 1.4 <u>Physical hazards</u> to self and others are identified based on established procedure 1.5 <u>Immediate risks to self and casualty</u> are minimized by controlled in accordance with OSH requirements 1.6 <u>First Aid kits</u> are identified and arranged based on OSH policy and procedures
2. Perform Response to the Victim	2.1 Concepts of <u>Body Substance Isolation</u> is interpreted based on standard First Aid procedure 2.2 Responses and <u>level of consciousness</u> of the victim are checked based on standard procedure 2.3 <u>Minor injuries requiring first aid</u> are identified 2.4 <u>Potentially life-threatening condition</u> is identified and appropriate treatment is started 2.5 <u>Physical examination</u> of the casualty is done based on established procedure 2.6 <u>First aid for injuries</u> are provided 2.7 <u>Manual CPR</u> is performed if required 2.8 <u>Activate medical assistance</u> is applied based on established first aid procedure
Range of Variables	
Variable	Range (may include but not limited to):
1. Basics 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 bystanders who can help?

	1.9 Is there available equipment to be used? 1.10 Identify yourself as First aider with your PPEs 1.11 Wear mask and gloves 1.12 Get consent to give care
2. Principles of First Aid	2.1 Preserve Life 2.2 Prevent the Condition from Worsening 2.3 Promote Recovery
3. Emergency actions	3.1 Check the scene and casualty 3.2 Call for help 3.3 Calmly take charge 3.4 Carefully apply first aid
4. Physical hazards	4.1 Falls 4.2 Slips 4.3 Fire 4.4 Collapsed of building 4.5 Presence of toxic chemicals
5. Immediate risk to self and casualty	5.1 Injury of the first aider and further injury to casualty 5.2 Death which may occur either or both first aider and casualty
6. First aid kits	6.1 Adhesive bandages 6.2 Sterile gauze pads 6.3 Adhesive tape 6.4 Antiseptic solution 6.5 Antibiotic ointment 6.6 Cotton balls or swabs 6.7 Scissors 6.8 Tweezers 6.9 Thermometer 6.10 Safety pins 6.11 First aid manual or instruction card 6.12 Flashlight and extra batteries 6.13 Disposable gloves 6.14 Face mask 6.15 Hand sanitizer 6.16 Pain relievers 6.17 Antihistamines 6.18 ORS 6.19 Hydrocortisone cream 6.20 Burn ointment or gel 6.21 Elastic bandage 6.22 Compression stockings 6.23 Triangular bandage 6.24 Hot and Cold pack 6.25 Eye wash or saline solution 6.26 Burn dressing or gel pad 6.27 Digital BP apparatus 6.28 Digital thermometer 6.29 Pulse oximeter

7. Body substance isolation	7.3 Blood 7.4 Urine 7.5 Feces 7.6 Saliva 7.7 Vomit 7.8 Wound drainage 7.9 Mucus or respiratory secretions
8. Level of consciousness	8.1 Awake 8.2 Alert (Conscious) 8.3 Verbal response 8.4 Pain response 8.5 Unresponsive (Unconscious)
9. Minor injuries requiring first aid	9.1 Minor cut 9.2 Burn 9.3 Bruises 9.4 Sprains 9.5 Insect bite 9.6 Animal bite 9.7 Nose bleed
10. Potentially life-threatening condition	10.1 Types of unconscious victim (* B-breathing: *P – pulse) 10.1.1 +B +P = Syncope 10.1.2 –B + P = Respiratory arrest 10.1.3 –B – P = Cardiac arrest 10.2 Airway and breathing difficulties 10.3 Choking 10.4 Uncontrolled and severe bleeding 10.5 Decreased level of consciousness 10.6 Shock 10.7 Burns 10.8 Fracture 10.9 Cardiac arrest 10.10 Stroke 10.11 Seizure 10.12 Snake bite 10.13 Poisoning 10.14 Drowning
11. Physical examination	11.1 A – Airway 11.2 B – Breathing 11.3 C – Circulation 11.4 D – Disabilities which includes mental status 11.5 E - Expose any body part that is fractured
12. First aid for injuries	12.1 Apply appropriate treatment 12.2 Control bleeding 12.3 Immobilize

13. Manual CPR	13.1 Check for danger 13.2 Check for responsiveness 13.3 Call emergency service 13.4 Check airway 13.5 Check breathing 13.6 Check circulation 13.7 Perform CPR
14. Activate medical assistance	14.1 Arrange transfer facilities 14.2 Phone first – activate or call medical assistance then return to the victim 14.3 Phone fast – CPR first before calling for medical assistance
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 Principles of First Aid based on WHO 1.2 identified Physical hazards 1.3 minimized Immediate risks to self and casualty 1.4 identified First Aid kits
2. Underpinning knowledge	2.1 Basics of first aid 2.2 Principles of First Aid based on WHO 2.3 Emergency actions 2.4 Physical hazards 2.5 Immediate risks 2.6 First Aid kits 2.7 Concepts of Body Substance Isolation 2.8 Responses and level of consciousness of the victim 2.9 Minor injuries 2.10 Potentially life-threatening condition 2.11 Physical examination of the casualty 2.12 First aid for injuries 2.13 Manual CPR 2.14 Activate medical assistance
3. Underpinning Skills	3.1 Interpreting Principles of First Aid based on WHO 3.2 Identifying physical hazards 3.3 Minimizing immediate risks to self and casualty 3.4 Identifying First Aid kits
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 3.1 Communicate with peers and seniors at workplace

5. Resource implication	<p>The following resources should be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Access to relevant workstation</p> <p>5.3 Relevant institutional policies, guidelines procedure and protocol</p> <p>5.4 First aid kits</p> <p>5.5 Arrangement for CPR</p> <p>5.6 Learning materials</p>
6. Methods of assessment	<p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio/Case Study</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment center</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Occupation Specific Units of Competencies

Unit Code and Title	OU-IS-GC-01-L2-EN-V2: Perform Health Screening
Nominal Hours	50 Hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to perform health screening.</p> <p>It includes interpreting the basis of human body system, selecting and collecting tools, materials and equipment, measuring vital signs, measuring height and weight, measuring blood glucose, maintaining intake output chart, maintaining workplace and store tools.</p>
Elements of Competency	<p>Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Interpret the Basics of Human Body System	<p>1.1 Different <u>body parts</u> and <u>vital organs</u> are identified</p> <p>1.2 <u>Human body systems</u> are recognized</p> <p>1.3 Basic functions of human body system are explained</p> <p>1.4 Human growth and development are explained</p> <p>1.5 <u>Common physical conditions</u> are interpreted</p> <p>1.6 <u>Common diseases</u> related to different age group are explained</p> <p>1.7 <u>Vital signs</u> are interpreted</p>
2. Select and Collect Tools, Materials and Equipment	<p>2.1 <u>Personal Protective Equipment (PPE)</u> is identified and used</p> <p>2.2 Donning and doffing of PPE are followed as per WHO guidelines</p> <p>2.3 <u>Materials, Tools and equipment</u> are identified and selected as per requirement</p> <p>2.4 Tools, materials and equipment are checked for proper functioning</p> <p>2.5 Tools, materials and equipment are prepared for measurement of vital sign</p>
3. Measure Vital Signs	<p>3.1 Tools are collected and prepared as per job requirement</p> <p>3.2 Body temperature is measured and recorded in temperature chart as per standard</p> <p>3.3 Pulse is counted and recorded as per standard procedure</p> <p>3.4 Respiration is counted and recorded as per standard procedure</p> <p>3.5 Blood Pressure is measured and recorded as per standard procedure</p> <p>3.6 Oxygen saturation is measured and recorded as per standard procedure</p>

4. Measure Height and Weight	4.1 Tools are collected and prepared as per job requirement 4.2 Body height and weight are measured and recorded as per work place practices 4.3 Body Mass Index (BMI) is calculated and documented as per workplace procedure
5. Measure Blood Glucose	5.1 Tools are collected and prepared as per job requirement 5.2 Client is positioned and prepared as per job requirement 5.3 Instruments are checked and assembled as per manufacturer specification 5.4 Fingertip is cleaned and pricked as per standard procedure 5.5 Blood is collected using strip 5.6 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 segregated and put in <u>color coded bins</u> 7.4 Waste materials are disposed as per workplace standard 7.5 Unused materials are restored as per workplace standard 7.6 Workplace is cleaned as per workplace standard 7.7 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. Human body systems	3.1 Integumentary 3.2 Skeletal 3.3 Muscular 3.4 Digestive 3.5 Cardiovascular 3.6 Lymphatic 3.7 Respiratory 3.8 Excretory 3.9 Nervous 3.10 Endocrine 3.11 Reproductive 3.12 Immune
4. Common physical conditions	4.1 Fever 4.2 Diarrhea 4.3 Dehydration 4.4 Constipation 4.5 Common cold 4.6 Allergic reaction 4.7 Headache 4.8 Backache 4.9 Conjunctivitis 4.10 Appendicitis 4.11 Cholecystitis
5. Common diseases	5.1 Communicable disease 5.1.1 Chikungunya 5.1.2 COVID – 19 (Corona) 5.1.3 Dengue fever 5.1.4 Diphtheria 5.1.5 Guillain-Barre' Syndrome 5.1.6 STDs (Gonorrhea, Syphilis, HIV/AIDS) 5.1.7 Hepatitis A 5.1.8 Hepatitis B

	<ul style="list-style-type: none"> 5.1.9 Hepatitis C 5.1.10 Leprosy 5.1.11 Malaria 5.1.12 Measles (rubella) 5.1.13 Mumps 5.1.14 Pertussis (whooping cough) 5.1.15 Plague (human) 5.1.16 Poliovirus 5.1.17 Tetanus 5.1.18 Tuberculosis 5.1.19 Typhoid carrier 5.1.20 Typhoid and Paratyphoid fever 5.1.21 Varicella (chickenpox) 5.1.22 Yellow fever 5.1.23 Dengue 5.2 Non-communicable disease <ul style="list-style-type: none"> 5.1.24 Alzheimer's disease 5.1.25 Asthma 5.1.26 Cataracts 5.1.27 Chronic kidney disease 5.1.28 Diabetes 5.1.29 Heart disease 5.1.30 Osteoporosis 5.1.31 Arthritis 5.1.32 Autism spectrum disorder (ASD) 5.1.33 Bipolar disorder 5.1.34 Birth defects 5.1.35 Cerebral palsy 5.1.36 Down's syndrome 5.1.37 Epilepsy 5.1.38 Hemophilia 5.1.39 Obesity 5.1.40 Psoriasis 5.1.41 Vision impairment 5.1.42 Cardiovascular disease 4.12 Cancer
6. Vital signs	<ul style="list-style-type: none"> 6.1 Major signs <ul style="list-style-type: none"> 6.1.1 Temperature 6.1.2 Pulse 6.1.3 Respiration 6.1.4 Blood Pressure (B.P) 6.2 Other signs <ul style="list-style-type: none"> 6.2.1 Oxygen saturation 6.2.2 Height- weight 6.2.3 Blood glucose
	<ul style="list-style-type: none"> 7.1 Masks 7.2 Head cover 7.3 Face shield

7. Personal Protective Equipment (PPE)	7.4 Safety goggles 7.5 Gown 7.6 Hand gloves 7.7 Shoe cover
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 set 9.9 Insulin pen and Insulin vial with syringe 9.10 Pulse oximeter 9.11 Waste disposal bin
10. Color coded bins	10.1 Red: Sharp materials, hazardous waste 10.2 Black: General waste 10.3 Yellow: Medical waste, infectious 10.4 Green: Recyclable and biodegradable waste
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 interpret the basics of human body system 1.2 followed donning and doffing of PPE 1.3 identified tools and equipment 1.4 measured vital signs 1.5 calculated BMI 1.6 measured blood glucose 1.7 maintained intake output chart
2. Underpinning knowledge	2.1 Body parts and vital organs 2.2 Human body systems 2.3 Common physical conditions are interpreted 2.4 Common diseases

	<p>2.5 Personal Protective Equipment (PPE) is identified and used</p> <p>2.6 Donning and doffing of PPE</p> <p>2.7 Consent is taken from client</p> <p>2.8 Aseptic precaution</p> <p>2.9 Normal/ physiological range of blood pressure, body temperature, pulse and respiration.</p> <p>2.10 BMI</p> <p>2.11 Measuring technique of body height and weight.</p> <p>2.12 Instruments to measure vital signs</p> <p>2.13 Measuring technique of blood glucose</p> <p>2.14 Intake output chart</p> <p>2.15 Documentation of vital signs reading</p>
3. Underpinning skills	<p>3.1 Interpreting the basics of human body system</p> <p>3.2 Following donning and doffing of PPE</p> <p>3.3 Identifying tools and equipment</p> <p>3.4 Measuring vital signs</p> <p>3.5 Calculating BMI</p> <p>3.6 Measuring blood glucose</p> <p>3.7 Maintaining intake output chart</p>
4. Required attitudes	<p>4.1 Commitment to occupational safety and health</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Eagerness to learn</p> <p>4.5 Tidiness and timeliness</p> <p>4.6 Environmental concerns</p> <p>4.7 Respect for rights of peers and seniors at workplace</p> <p>4.8 Communicate with peers and seniors at workplace</p>
5. Resource implication	<p>The following resources must be available:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Required tools & equipment</p> <p>5.3 Facilities and relevant accessories for care giving</p> <p>5.4 Required teaching aids</p> <p>5.5 Learning materials</p>
6. Methods of assessment	<p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio/case study</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment center.</p> <p>7.2 Assessment should be done by NSDA certified assessor.</p>

Accreditation Requirements

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Unit code and Title	OU-IS-GC-02-L2-EN-V2: Assist Activities of Daily Living (ADLs)
Nominal Hours	50 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to assist clients in Activities of Daily Living (ADLs). It includes maintaining oral hygiene, assisting in toileting, bathing, grooming, feeding the client, assisting to home exercise and carrying out lifting and transferring clients.
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Maintain Oral Hygiene	1.1 <u>Personal Protective Equipment (PPE)</u> is used. 1.2 Teeth are brushed using <u>tools and materials (oral hygiene)</u> 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 is identified and maintained as per client's condition and preference 2.3 <u>Tools and materials (toileting)</u> are used as per standard requirements 2.4 Privacy is maintained as per client need 2.5 Diaper is changed as per standard procedure if required 2.6 Client is cleaned and repositioned 2.7 Work area is cleaned and disposed as per workplace procedure. 2.8 Routine checking of diaper is conducted and recorded as per care plan

3. Assist in Bathing	<p>3.1 Personal Protective Equipment (PPE) is used.</p> <p>3.2 Client is explained and encouraged to take showers.</p> <p>3.3 <u>Bathing techniques</u> are identified and selected</p> <p>3.4 <u>Tools, materials</u> are used as per client's condition and preference</p> <p>3.5 Assistance for bathing is provided as per client's condition and preference</p> <p>3.6 Clients are wiped and repositioned</p> <p>3.7 Work area is cleaned and disposed as per workplace procedure</p>
4. Assist in Grooming	<p>4.1 Client's needs are identified.</p> <p>4.2 Client is explained and encouraged for dressing and grooming.</p> <p>4.3 <u>Tools and materials for dressing and grooming</u> are identified as per client condition and preference.</p> <p>4.4 Dressing & grooming activities are performed.</p> <p>4.5 Client is repositioned if required.</p> <p>4.6 Work area is cleaned and disposed as per workplace procedure.</p>
5. Feed the Client	<p>5.1 Nutrition chart and special dietary needs are interpreted and followed</p> <p>5.2 Feeding procedure and positions are identified as per job requirement</p> <p>5.3 <u>Tools and materials</u> are identified and used as per client's condition and preference</p> <p>5.4 Assistance for feeding is provided using feeding tools as per requirement</p> <p>5.5 Feeding is carried out and record is maintained as per workplace standard</p> <p>5.6 Potential <u>complications</u> are managed and reported as per the workplace standard</p> <p>5.7 Work area is cleaned and disposed as per workplace procedure</p> <p>5.8 Feeding schedule is maintained as per care plan</p>
6. Assist to Home Exercise	<p>6.1 Clients are encouraged to perform regular home exercise and body movements</p> <p>6.2 <u>Basic home exercises</u> are identified</p> <p>6.3 Home exercises are facilitated as required</p> <p>6.4 Safety precaution is maintained during exercise</p> <p>6.5 Client is repositioned if required</p>

7. Carry out Lifting and Transferring Clients	7.1 Safety measures are taken to prevent physical injuries 7.2 Positioning of client is maintained as per requirements 7.3 <u>Lifting and Transfer Techniques</u> are applied as per standard procedure 7.4 Client is lifted and transferred safely
Range of Variables	
Variable	Range (may include but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Mask 1.2 Apron 1.3 Gloves 1.4 Goggles 1.5 Hair cap
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 Kidney tray 2.11 Cotton swab sticks 2.12 Cotton ball 2.13 Bowl 2.14 Garbage bag/Paper bag 2.15 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
	5.1 Soap 5.2 Towels 5.3 Bucket 5.4 Bowl

5. Tools, materials	5.5 Mug 5.6 Mackintosh gown 5.7 Powder 5.8 Lotion 5.9 Bath blanket 5.10 Bath thermometer 5.11 Rubber sheet 5.12 Shower gel 5.13 Shampoo 5.14 Ear protecting equipment 5.15 Sponge cloth 5.16 Rubber sheet 4.5 Privacy screen
6. Tools and materials for dressing and grooming	6.1 Dressing: <ul style="list-style-type: none"> 6.1.1 Clothing on hanger 6.1.2 Towels 6.1.3 Laundry bucket 6.1.4 Ironing tools 6.2 Grooming: <ul style="list-style-type: none"> 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 Cotton bud 6.2.7 Body spray 6.2.8 Lotion 6.2.9 Moisturizer 6.2.10 Oil 6.2.11 Nail cutting kit 6.2.12 Powder
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 7.11 Over bed table

8. Complications	8.1 Aspiration 8.2 Regurgitation 8.3 Swallowing difficulties 8.4 Allergic reaction
9. Basic home exercises	9.1 Walking 9.2 Jogging 9.3 Jumping 9.4 Swimming 9.5 Squatting
10. Client	10.1 Paralyzed client 10.2 Physically weak and injured client 10.3 Post-operative client 10.4 Unconscious client
11. Lifting and transfer Technique	11.1 Wheel chair 11.2 Gait belt 11.3 Stretcher 11.4 Draw sheet 11.5 Slide board
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 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 2.9 Proper feeding tools 2.10 Basic knowledge of physiotherapy 2.11 Types of home exercise 2.12 Lifting and transfer
	3.1 Maintaining the oral hygiene 3.2 Assisting in bathing 3.3 Assisting in toileting 3.4 Changing the diaper

3. Underpinning skills	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 5.4 Facilities and relevant accessories for care giving 5.5 Required teaching aids 5.3 Learning materials
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. 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-IS-GC-03-L2-EN-V2: Perform Clinical Caregiving
Nominal Hours	60 Hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to perform clinical caregiving.</p> <p>It includes interpreting clinical caregiving, administering drugs, collecting sample, performing common wound dressing, caring of catheter and colostomy bags and assisting to use supportive devices.</p>
Elements of Competency	<p>Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Interpret Clinical Caregiving	<p>1.1 Clinical caregiving is interpreted</p> <p>1.2 <u>Common medical terminologies</u> are recognized</p> <p>1.3 <u>Common medical equipment</u> are identified</p> <p>1.4 <u>Components of patient's file</u> are interpreted</p> <p>1.5 Infection control policies and procedures are interpreted</p>
2. Administer Drugs	<p>2.1 Prescription is identified and interpreted</p> <p>2.2 Need and scope of administering drugs are identified</p> <p>2.3 <u>Rights of drug administration</u> is interpreted and followed</p> <p>2.4 <u>Drugs checking</u> are performed as per standard procedure</p> <p>2.5 Drugs are administered through <u>routes of drug administration</u> according to the physician's advice</p> <p>2.6 Adverse effect of drugs (if any) is reported to appropriate authority</p> <p>2.7 Drugs are stored according to the standard procedure</p> <p>2.8 All administered medications are documented and preserved in designated formats in client's file</p>
3. Collect Samples	<p>3.1 Personal Protective Equipment (PPE) is collected and worn as per job requirement</p> <p>3.2 Consent is taken for sample collection from responsible person</p> <p>3.3 Instructions are followed and reviewed for sample collection</p> <p>3.4 Different <u>sample collection instruments</u> are identified and organized</p> <p>3.5 <u>Samples</u> are collected, labeled and transferred to laboratory</p>

4. Perform Common Wound Dressing	4.1 Personal Protective Equipment (PPE) is collected and worn as per job requirement 4.2 <u>Common wounds</u> are identified 4.3 <u>Dressing tools and materials</u> 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 <u>Supportive devices</u> are identified. 6.2 Clients are encouraged and motivated to properly use supportive device 6.3 Supportive devices are used properly 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. Common medical terminologies	1.1 Edema 1.2 Sutures 1.3 ICU (Intensive Care Unit) 1.4 I/V (Intravenous) 1.5 I/M (Intramuscular) 1.6 C/C (Chief Complaint) 1.7 Rx (Treatment) 1.8 Ix (Investigation) 1.9 O/E (On Examination) 1.10 HTN (Hypertension) 1.11 ECG (Electrocardiogram) 1.12 CBC (Complete Blood Count) 1.13 CPR (Cardiopulmonary Resuscitation) – 1.14 OD (Once a day) 1.15 BD (Twice a day)

1.16	TDs (Three times daily)
1.17	QDs (Four times daily)
1.18	OM (Each morning)
1.19	ON (Each night)
1.20	PO (Per oral)
1.21	PR (Per rectal)
1.22	PV (Per vaginal)
1.23	Syr. (Syrup)
1.24	HS (At sleeping)
1.25	H (Hour)
1.26	TSF (Teaspoon full)
1.27	NPO (Nothing per oral)
1.28	OMIT
1.29	Hold
1.30	Supp (Suppository)
1.31	Stat (Immediately)
1.32	BM (Before meal)
1.33	AM (After meal)
1.34	SOS (If necessary)
1.35	SC (Subcutaneous)
1.36	NG (Nasogastric)
1.37	Inj. (Injection)
1.38	Benign
1.39	Malignant
1.40	Electrolyte
1.41	S. Creatinine
1.42	Hypotension
1.43	Hypertension
1.44	Hypoglycemia
1.45	Hyperglycemia
1.46	Bedsore/Pressure Sore/Ulcer
1.47	Biopsy
1.48	Outpatient
1.49	Inpatient
1.50	Acute
1.51	Chronic
1.52	Tachycardia
1.53	Bradycardia
1.54	Bradypnea
1.55	Tachypnea
1.56	Angina

	1.57 Body Mass Index (BMI) 1.58 Basal Metabolic Rate (BMR) 1.59 Pc (Post cibum) 1.60 Ac (Ante cibum) 1.61 Hm (Human) 1.62 IU (International Unit) 1.63 ANC (Ante Natal Care) 1.64 PNC (Post Natal Care)
2. Common medical equipment	2.1 Thermometer 2.2 Catheter 2.3 Syringe (50 cc,20 cc,6cc, 3cc) 2.4 Dressing equipment 2.5 Dressing trolley 2.6 Wound dressing set 2.7 Nebulizer 2.8 Crutches 2.9 Glucometer set 2.10 Walker 2.11 Pulse Oximeter 2.12 Spirometer 2.13 Feeding tube 2.14 Surgical suture 2.15 Assistive cane 2.16 Speculum 2.17 Scalpel 2.18 Scissors 2.19 Forceps 2.20 Bandages 2.21 First Aid Kits 2.22 Oxygen cylinder with trolley
3. Components of patient's file	3.1 Medical history 3.2 Physician's prescription 3.3 Care plan 3.4 Charts (Temperature/Pulse/Diet/Medication chart /Blood pressure /Intake/ Blood glucose/ Oxygen level) 3.5 Pathological reports
4. Rights of drug administration	4.1 Right Patient 4.2 Right Drug 4.3 Right Dose 4.4 Right Route 4.5 Right Time

	4.6 Right Documentation 4.7 Right to Refuse 4.8 Right Education 4.9 Right History and Assessment 4.10 Right Evaluation
5. Drugs checking	5.1 Drug's name 5.2 Expiry date 5.3 Strength 5.4 Dose 5.5 Duration 5.6 Dosage formulation 5.7 Indication 5.8 Contraindication 5.9 Side effects 5.10 Color Texture 5.11 Odor
6. Routes of drugs administration	6.1 Oral 6.2 Sublingual 6.3 Rectal 6.4 Cutaneous 6.5 Inhalation 6.6 Nasal 6.7 Nebulization 6.8 Parenteral 6.9 Subcutaneous 6.10 Intravenous 6.11 Intramuscular 6.12 Intradermal 6.13 Topical Administration
7. Sample collection instrument	7.1 Container with lid 7.2 Labeling 7.3 Spatula 7.4 Micropore 7.5 Gauge piece 7.6 Cotton roll 7.7 Test tube 7.8 Swab stick 7.9 Syringe 7.10 Syringe destroyer
8. Samples	8.1 Urine 8.2 Stool 8.3 Sputum 8.4 Saliva

9. Common wounds	9.1 Burn 9.2 Blunt injury 9.3 Cut injury 9.4 Surgical surface area 9.5 Bed/Pressure sores
10. Dressing tools and materials	10.1 Kidney tray 10.2 Sterile gauge 10.3 Cotton 10.4 Micropore 10.5 Roller bandage 10.6 Band aid 10.7 Povidone Iodine solution 10.8 Antibiotic ointment 10.9 Antiseptics 10.10 Scissor 10.11 Forceps 10.12 Splint 10.13 Normal saline 10.14 Rubber sheet
11. Supportive devices	11.1 Oxygen cylinder with flow meter 11.2 Ambu bag 11.3 Hearing aid 11.4 Vision aid 11.5 Walker 11.6 Cane 11.7 Crutch 11.8 Suction machine 11.9 Parallel bar 11.10 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 identified common medical equipment 1.2 implemented and monitored infection control policies and procedures 1.3 administered drugs 1.4 collected samples 1.5 performed common wound dressing 1.6 positioned and transferred the client 1.7 cared of catheter and colostomy bags 1.8 assisted to use supportive devices
	2.1 Clinical caregiving 2.2 Medical terminologies 2.3 Patient's file 2.4 Infection control policies and procedures

2. Underpinning knowledge	2.5 Prescription 2.6 Type of drugs and their routes of administration 2.7 The guideline prescribed or instructed by physician 2.8 Sample collection and preservation technique. 2.9 Wounds dressing technique. 2.10 Anatomical positions and normal body postures. 2.11 Normal and comfortable body reposition and transferring. 2.12 Importance of regular physical activities and body movements. 2.13 Catheter and colostomy bags and their care. 2.14 Supportive devices: use and maintain.
3. Underpinning Skills	3.1 Identifying common medical equipment 3.2 Implementing and monitored infection control policies and procedures 3.3 Administering drugs 3.4 Collecting samples 3.5 Performing common wound dressing 3.6 Positioning and transferring the client 3.7 Caring of catheter and colostomy bags 3.8 Assisting to use supportive devices
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	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	OU-IS-GC-04-L2-EN-V2: 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, maintaining food hygiene and safety and following diet plan.
Nominal Hours	15 Hours
Elements of competency	Performance Criteria <u>Bold & italicized</u> terms are elaborated in the Range of Variables
1. Interpret Nutrition and Hydration	1.1 Cultural & religious factors are identified and followed 1.2 <u>Food Elements</u> , their functions and deficiencies are interpreted 1.3 Balanced nutritious diet is interpreted 1.4 Hydration and dehydration are interpreted 1.5 Basal Metabolic Rate (BMR) is calculated according to formula 1.6 Menu is prepared according to nutritionist's guidelines
2. Maintain Food Hygiene and Safety	2.1 <u>Food hygiene and safety</u> are interpreted 2.2 Food is prepared by 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. Follow Diet Plan	3.1 Client's diet plan is interpreted 3.2 Diet plan is checked 3.3 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 1.4 Fat 1.5 Vitamins 1.6 Mineral 1.3 Water
2. Food hygiene and safety	2.1 Wash hands, utensils, and surfaces before and after food handling 2.2 Store, cook, and serve food at proper temperatures 2.3 Identify and avoid cross-contamination 2.4 Follow infection control and food safety protocols

3. Common foods	3.1 Meat 3.2 Rice 3.3 Bread 3.4 Vegetables 3.5 Fish 3.6 Fruits 3.7 Milk 3.8 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 interpreted food elements and their functions and deficiencies 1.2 calculated BMR 1.3 ensured food hygiene and safety 1.4 followed food storage procedure
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 Diet 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 Interpreting food elements and their functions and deficiencies 3.2 Calculating BMR 3.3 Ensuring food hygiene and safety 3.4 Following food storage procedure
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	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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-IS-GC-05-L2-EN-V2: 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 and assisting in exercising.
Nominal Hours	50 Hours
Elements of competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret Physiotherapy	1.1 Physiotherapy is defined 1.2 <u>Branches of physiotherapy</u> is interpreted 1.3 <u>Physiotherapy treatment methods</u> are interpreted 1.4 <u>Anatomical plane</u> and <u>body positions</u> are interpreted 1.5 Normal <u>physical movement</u> and <u>postures</u> are illustrated 1.6 <u>Multi-disciplinary team (MDT)</u> is interpreted
2. Assist in Body Movement	2.1 Client is assisted to perform <u>movements</u> 2.2 Gait is interpreted 2.3 <u>Phases of gait cycle</u> is illustrated 2.4 Client is assisted in <u>limb activity</u>
3. Assist in Exercising	3.1 Client is practiced with <u>posture exercise</u> 3.2 Client is assisted with <u>balance exercise</u> 3.3 Client is guided with <u>breathing exercise</u>
Range of Variables	
Variable	Range (may include but not limited to):
1. Branches of physiotherapy	1.1 Musculoskeletal Physiotherapy 1.2 Pediatric Physiotherapy 1.3 Geriatric Physiotherapy 1.4 Neurological Physiotherapy 1.5 Sports Physiotherapy 1.6 Cardiovascular Physiotherapy 1.7 Gynecological Physiotherapy 1.8 Rehabilitative Physiotherapy
2. Physiotherapy treatment methods	2.1 Different Manual Technique 2.2 Therapeutic Exercises 2.3 Cryotherapy 2.4 Hydrotherapy 2.5 Thermootherapy 2.6 Home Exercise Programs 2.7 Training of Activities of Daily Living (ADL)

	2.8 Electrotherapy 2.8.1 Interferential therapy (IFT) 2.8.2 Ultrasonic therapy (UST) 2.8.3 Short Wave Diathermy (SWD) 2.8.4 Transcutaneous electrical nerve stimulation (TENS) 2.8.5 Auto-Traction 2.8.6 Laser 2.8.7 Wax-Bath 2.9 IRR(Infra-Red Radiation)
3. Anatomical plane	3.1 Sagittal 3.2 Coronal 3.3 Transverse
4. Body positions	4.1 Anatomical position 4.2 Fundamental positions 4.2.1 Supine 4.2.2 Prone 4.2.3 Sitting 4.2.4 Standing 4.2.5 Right Lateral 4.2.6 Left Lateral 4.2.7 Fowler's 4.2.8 Squat 4.2.9 Lithotomy 4.2.10 Sim's 4.2.11 Knee chest 4.2.12 Trendelenburg
5. Physical movement	5.1 Physical movement of upper limb 5.1.1 Shoulder 5.1.2 Elbow 5.1.3 Wrist 5.1.4 Fingers 5.2 Physical movement of lower limb 5.2.1 Hip 5.2.2 Knee 5.2.3 Ankle 5.2.4 Toe 5.2.5 Trunk movement 5.2.6 Spinal movements 5.2.7 Cervical 5.2.8 Thoracic 5.2.9 Lumber
6. Postures	6.1 Static 6.2 Dynamic 6.3 Good 6.4 Poor

7. Multi-disciplinary team (MDT)	7.1 Physiotherapy 7.2 Occupational therapy 7.3 Speech and language therapy
8. Movements	8.1 Active 8.1.1 Free exercise 8.1.2 Assisted exercise 8.1.3 Assisted -resisted 8.1.4 Resisted exercises 8.2 Passive 8.2.1 Relaxed passive 8.2.2 Mobilization 8.2.3 Manipulation
9. Phases of gait cycle	9.1 Stance phase 9.2 Heel strike 9.3 Foot flat 9.4 Mid stance 9.5 Heel-off 9.6 Toe-off 9.7 Swing phase 9.8 Acceleration 9.9 Mid swing 9.10 Deceleration
10. limb activity	10.1 Upper limb range of motion exercise 10.2 Lower limb range of motion exercise
11. Posture exercise	11.1 Trunk exercise 11.2 Bridge exercise
12. Balance exercise	12.1 Single-leg stand 12.2 Heel to toe walk 12.3 Straight line walk 12.4 Side leg raises
13. Breathing exercise	13.1 Relax breathing exercises 13.2 Deep breathing exercises 13.3 Spirometer breathing exercises
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 branches of physiotherapy and anatomical plane 1.2 Assisted in body movement 1.3 Assisted in exercising
2. Underpinning knowledge	2.1 Branches of physiotherapy 2.2 A brief history of physiotherapy in Bangladesh 2.3 Movement of patient 2.4 Posture 2.5 Manipulation Techniques

	2.6 Injuries that need physiotherapy
3. Underpinning skills	3.1 Interpreting Physiotherapy 3.2 Assisting body movement 3.3 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	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.

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Unit Code and Title	OU-IS-GC-06-L2-EN-V2: 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 items.
Nominal Hours	30 Hours
Elements of competency	Performance Criteria <u>Bold & italicized</u> 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 <u>Cleaning tools / kits</u> are identified and selected 1.3 Functions of cleaning tools / kits are interpreted 1.4 <u>Cleaning methods</u> are interpreted 1.5 <u>Cleaning agents</u> 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 <u>Scattered items</u> are orderly placed at their designated locations 2.3 <u>Bedroom items</u> are cleaned as per workplace standard 2.4 Carpets are cleaned as per standard procedure 2.5 <u>Bed making</u> is performed as per the client's requirement 2.6 Floor is cleaned as per workplace standard
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 3.6 Clothes are stored in the designated place
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):
	1.1 Brooms 1.2 Different types of brushes

1. Cleaning tools/kits	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 3.5 Toys
5. Bed room items	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 4.7 Glass panels
6. Bed making	6.1 Open bed making 6.2 Close bed making 6.3 Occupied bed making 6.4 Unoccupied bed making
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 3.7 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.
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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:

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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
6.	Sk. Moniruzzaman, Associate Professor and head Department of OT, Bangladesh Health Professional Institute (BHPI).	Member
7.	Dr. Waliur Reja, Head of Training, CIB Foundation, drwreja@gmail.com , 01911314551	Member
8.	Ko Kya Mya Marma, Instructor, CIB Foundation, kokyamyamarma3@gmail.com , 01785211141	Member
9.	Dr.Sams Tabraz, Shin Shin Japan Hospital, Phone: 01715686714, Email: Dr.Samstabraz@gmail.com	Member
10.	Nasima akter kona- Patients Care Incharge, Shin Shin Japan Hospital, Phone: 01304778584, Email: konajalina@gmail.com	Member
11.	Md. Amir Hossain, Process Expert (CS and Curriculum), NSDA. Cell: 01631670445, Email: razib.consultant@yahoo.com	Member
12.	Mahbub Ul Huda, Specialist (CS, CAD, CBC, CBLM, AT), NSDA. sp3.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

Review of the Competency Standard

The Competency Standards for National Skills Certificate in General Caregiving, Level-2 is reviewed by NSDA on 19-20 May 2025.

List of Members

SL	Name and Address	Position in the committee	Signature and Date
1.	Mirza Nurul Ghani Shovon , Chairman (Informal Sector ISC), Cell:01711263861 Email: isiscbd2015@gmail.com	Chairman	
2.	Sainy Aziz Senior Assistant Secretary, Medical Education & Family Welfare Division, Dhaka Mobile: 01704877304 E-mail:sainypokey@gmail.com	Member	
3.	Dr. Mohammad Humayun Kabir Deputy Director, Directorate General of Medical Education Mohakhali, Dhaka Mobile: 01711232220 E-mail:mhkabir2001@gmail.com	Member	
4.	Hero Dhar Assistant Director (Training) NIPORT, Azimpur, Dhaka Mobile: 01833822482 E-mail: hero.dhar2012@gmail.com	Member	
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7.	Dr. Irin Binte Azad , Clinical Lead, Nurture Nest, Bangladesh Psychiatric Care Ltd., Dhanmondi, Dhaka Mobile: 01765437217 Email: irinbinteazad@gmail.com	Member	
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