COMPETENCY STANDARD

CAREGIVING LEVEL-I

HEALTH, SOCIAL, AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

Improving Skills and Economic Opportunities in Cox's Bazar

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Foreword

UN High Commissioner for Refugees (UNHCR), in collaboration with International Organization for Migration (IOM), BRAC, Center for Natural Resource Studies (CNRS), and NGO Forum for Public Health, is implementing a skills development project as part of a joint Initiative by International Labour Organization (ILO), UNHCR and BRAC with financial support from Global Affairs Canada (GAC) in the refugee camps of Cox's Bazar and on Bhasan Char.

The project has a target to reach a total of 8,000 refugee youth (18-24) participants for accredited vocational skills training which will be selected across the camps considering the demand of the refugee youths and labour market needs of Rakhine state of Myanmar so that the acquired skills can be utilised after their repatriation. To assess the skills needs of the refugee youths, UNHCR, in collaboration with UCEP Bangladesh, a national pioneer organisation in the vocational skills sector in Bangladesh, commissioned a Skills Needs Assessment in all refugee camps in Cox's Bazar and on Bhasan Char. In alignment with the Skills Needs Assessment findings and commitment, the project developed Competency Standards by adopting Myanmar National Qualification Framework (MNQF) or ASEAN Qualification Reference Framework (AQRF).

Following the requirement of the Myanmar National Qualification Framework (MNQF) or ASEAN Qualification Framework (AQRF), analysing the context of the camps, compatible aptitude and utilisation opportunities for the refugee youth and their educational qualifications, the pool of TVET experts of UCEP Bangladesh has developed course outline of the following ten occupations. Consequently, those ten course outlines have been translated into Competency Standards.

1. Sewing Machine Operation
2. Community Health Worker
3. Concreter
4. Small Engine Mechanic
5. Caregiving
6. Solar (PV) System Installation and Maintenance
7. Electrician (Building)
8. Plumbing
9. Agricultural Crops Production
10. Bakery and Pastry Staff

The following Competency Standard for **Caregiving Level-I** is adapted from the "Training Regulations - Caregiving NC II – Health, Social, and Other Community Development Services Sector" developed by the Technical Education and Skills Development Authority of the Philippines. Competency standards are benchmarks defining the skills, knowledge and attributes people need to perform a work role.

Qualification Framework Description (Certification System)

To attain the Caregiving Level-I, the candidate must demonstrate competence through assessment covering all the units listed in Section 1. Successful candidates shall be awarded a Certificate of Participation issued jointly by UNHCR and ILO. The qualification of Caregiving Level-I may be attained through the accumulation of Certificates of Competency (COCs) in the following areas:

1. Provide care and support to infants/toddlers
2. Provide care and support to children
3. Foster social, intellectual, creative, and emotional development of children
4. Foster the physical development of children
5. Provide care and support to elderly
6. Provide care and support to people with special needs
7. Respond to emergency

Successful candidates shall be awarded a Certificate of Participation. Accumulating and submitting all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued a Certificate of Participation jointly by UNHCR and ILO to demonstrate the accumulated competencies. The Certificate of Participation may help the person attain the Recognition of Prior Learning (RPL) test in the country of origin or any other third country. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

General Guidelines for the Assessment

In general, for the competency standard

Method of Assessment:	1. Interviews/questioning 2. Observation 3. Demonstration 4. Oral/written examination
Context of Assessment:	1. Training is delivered from camp-based non-registered training centre 2. Training materials and the curriculum modules are adopted from MNQF or AQRF 3. Training programs are endorsed by the *Government of Bangladesh – United Nations Framework on Skills Development for Rohingya Refugee/FDMNs and Host Communities*
Information about development and characteristics of the Standard	Course Title: Caregiving Level: I Nominal Training Duration: 360 Hours This course is designed to enhance the knowledge, desirable skills and attitudes of Caregiving Level I in accordance with industry standards. It covers Basic, Common and Core Competencies.

Course Structure

Caregiving Level-I

Code	Unit of Competencies	Total Guided Hours		
		Th.	Pr.	Total
Basic Competencies (2 UoCs Required)				
ISEC-HC-AMW-01-B	Receive and respond to workplace communication	06	14	20
ISEC-HC-AMW-02-B	Follow basic housekeeping procedures	08	22	30
Total in Basic Competencies		**14**	**36**	**50**
Industry Competencies (2 UoCs Required)				
ISEC-HC-AMW-01-I	Apply basic first aid	06	24	30
ISEC-HC-AMW-02-I	Maintain high standard of patient services	06	24	30
Total in Industry Competencies		**12**	**48**	**60**
Technical Competencies (7 UoCs Required)				
ISEC-HC-AMW-01-T	Provide care and support to infants/toddlers	08	32	40
ISEC-HC-AMW-02-T	Provide care and support to children	08	32	40
ISEC-HC-AMW-03-T	Foster social, intellectual, creative and emotional development of children	05	25	30
ISEC-HC-AMW-04-T	Foster the physical development of children	06	29	35
ISEC-HC-AMW-05-T	Provide care and support to elderly	08	32	40
ISEC-HC-AMW-06-T	Provide care and support to people with special needs	06	29	35
ISEC-HC-AMW-07-T	Respond to emergency	05	25	30
Total in Technical Competencies		**46**	**204**	**250**
Total Nominal Hours		**72**	**288**	**360**

BASIC COMPETENCIES

UNIT OF COMPETENCY	**:**	**Receive and respond to workplace communication**
UNIT DESCRIPTOR	**:**	This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.
NOMINAL DURATION	**:**	**20 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Follow routine spoken messages	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions 1.2 Instructions/information are properly recorded 1.3 Instructions are acted upon immediately in accordance with information received 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear
2. Perform workplace duties following written notices	2.1 ***Written notices and instructions*** are read and interpreted correctly in accordance with ***organizational guidelines*** 2.2 Routine written instruction are followed in sequence 2.3 Feedback is given to workplace supervisor based on the instructions/information received

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Written notices and instructions	1.1. Handwritten and printed material 1.2. Internal memos 1.3. External communications 1.4. Briefing notes 1.5. General correspondence 1.6. Marketing materials 1.7. Journal articles
2. Organizational Guidelines	2.1 Information documentation procedures 2.2 Company policies and procedures 2.3 Organization manuals 2.4 Service manual

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	Underpinning Skills (to be used as job in the job sheet of CBLM)
• Knowledge of organizational policies/guidelines in regard to processing internal/external information • Ethical work practices in handling communications • Communication process	1. Conciseness in receiving and clarifying messages/information/communication 2. Accuracy in recording messages/information
Required major tools and equipment for the UoC: 　　1. Pens 　　2. Note pads	

UNIT OF COMPETENCY	**:**	**Follow Basic Housekeeping Procedures**
UNIT DESCRIPTOR	**:**	This unit covers the knowledge, skills and attitudes required to apply the basic housekeeping procedures.
NOMINAL DURATION	**:**	**30 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Sort and remove unnecessary items	1.1 Reusable, recyclable materials are sorted in accordance with company/office procedures 1.2 ***Unnecessary items*** are removed and disposed of in accordance with company or office procedures
2. Arrange items	2.1 Items are arranged in accordance with company/office housekeeping procedures 2.2 Work area is arranged according to job requirements 2.3 Activities are prioritized based on instructions 2.4 Items are provided with clear and visible ***identification marks*** based on procedure 2.5 Safety equipment and evacuation passages are kept clear and accessible based on instructions
3. Maintain work area, tools and equipment	3.1 Cleanliness and orderliness of work area is maintained in accordance with company/office procedures 3.2 Tools and equipment are cleaned in accordance with manufacturer's instructions/manual 3.3 ***Minor repairs*** are performed on tools and equipment in accordance with manufacturer's instruction/manual 3.4 Defective tools and equipment are reported to immediate supervisor
4. Follow standardized work process and procedures	4.1 Materials for common use are maintained in designated area based on procedures 4.2 Work is performed according to standard work procedures 4.3 Abnormal incidents are reported to immediate supervisor
5. Perform work spontaneously	5.1 Work is performed as per instruction 5.2 Company and office ***decorum*** are followed and complied with 5.3 Work is performed in accordance with occupational health and safety (OHS) requirements

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Unnecessary items	1.1. Non-recyclable materials 1.2. Unserviceable tools and equipment 1.3. Pictures, posters and other materials not related to work activity 1.4. Waste materials
2. Identification marks	2.1 Labels 2.2 Tags 2.3 Colour coding
3. Decorum	3.1 Company/ office rules and regulations 3.2 Company/ office uniform 3.3 Behaviour
4. Minor repair	4.1 Replacement of parts 4.2 Application of lubricants 4.3 Sharpening of tools 4.4 Tightening of nuts, bolts and screws

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• Principles of 5S • Work process and procedures • Safety signs and symbols • General OH&S principles and legislation • Environmental requirements relative to work safety • Accident/Hazard reporting procedures	1. Basic communication skills 2. Interpersonal skills 3. Reading skills required to interpret instructions 4. Reporting/recording accidents and potential hazards

Required major tools and equipment for the UoC:
    1. Pens
    2. Note pads
    3. Marker
    4. Colour pens	

INDUSTRY COMPETENCIES

UNIT OF COMPETENCY	**:**	**APPLY BASIC FIRST AID**
UNIT DESCRIPTOR	**:**	This unit covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under supervision and/or according to established workplace First Aid procedures and policies.
NOMINAL DURATION	**:**	**30 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Assess the situation	1.1 ***Physical hazards*** to self and casualty's health and safety are identified 1.2 Immediate risks to self and casualty's occupational health and safety (OSH) are minimized by controlling the hazard in accordance with OSH requirements 1.3 Casualty's vital signs and physical condition are assessed in accordance with workplace procedures
2. Apply basic first aid techniques	2.1 ***First Aid management*** is provided in accordance with established First Aid procedures 2.2 Casualty is reassured in a caring and calm manner and made comfortable using available resources 2.3 First Aid assistance is sought from others in a timely manner and as appropriate 2.4 ***Casualty's condition*** is monitored and responded to in accordance with effective ***First Aid principles*** and workplace procedures 2.5 Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with organizational procedures 2.6 Casualty management is finalized according to his/her needs and First Aid principles
3. Communicate details of the incident	3.1 Appropriate medical assistance is requested using relevant communication system, ***equipment and resources*** 3.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel 3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Physical Hazards	1.1. Workplace hazards 1.2. Environmental hazards 1.3. Proximity of other people 1.4. Hazards associated with casualty management processes
2. Risks	2.1. Worksite equipment, machinery and substances 2.2. Environmental risks 2.3. Bodily fluids 2.4. Risk of further injury to the casualty 2.5. Risk associated with the proximity of the others and bystanders
3. Vital Signs	3.1. Breathing 3.2. Circulation 3.3. Consciousness
4. First Aid Management	4.1. Workplace policies and procedures 4.2. Industry/site specific regulations, codes 4.3. OSH 4.4. State and territory workplace health and safety requirements 4.5. Allergies the casualty may have
5. Casualty's Condition	5.1 Abdominal injuries 5.2 Allergic reactions 5.3 Bleeding 5.4 Burns-thermal, chemical, friction, electrical 5.5 Cardiac conditions 5.6 Chemical contamination 5.7 Cod injuries 5.8 Crush injuries 5.9 Dislocations 5.10 Drowning 5.11 Eye injuries 5.12 Fractures 5.13 Head injuries 5.14 Epilepsy 5.15 Minor skin injuries 5.16 Neck and spinal injuries 5.17 Needle stick injuries 5.18 Poisoning and toxic substances 5.19 Shock 5.20 Smoke inhalation
6. First Aid Principles	6.1 Checking the site for danger to self, casualty' and others and minimizing the danger 6.2 Checking and maintaining the casualty's airways, breathing and circulation
7. Equipment and Resources	8.1 Defibrillation units 8.2 Pressure bandages 8.3 Thermometers 8.4 First Aid kit 8.5 Eyewash 8.6 Thermal blankets 8.7 Pocket face masks

	8.8	Rubber gloves
	8.9	Dressing
	8.10	Space device
	8.11	Cervical collars

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• Basic anatomy and physiology • Company standard operating procedures (SOPs) • Dealing with confidentiality • Knowledge of the First Aider's skills limitations • OSH legislation and regulations • How to gain access to and interpret material safety data sheets	1. Resuscitation 2. Safe manual handling of casualty 3. Consideration of the welfare of the casualty 4. Report preparation 5. Communication skills 6. Ability to interpret and use listed documents
Required major tools and equipment for the UoC: 1. Tools, equipment, and outfits appropriate in applying safety measures	

UNIT OF COMPETENCY	:	**MAINTAIN HIGH STANDARDS OF PATIENT SERVICES**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required in the maintenance of high standards of patient services.
NOMINAL DURATION	:	**30 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Communicate appropriately with patients	1.1 Effective **communication** strategies and techniques are identified and used to achieve best patient service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to patients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role
2. Establish and maintain good interpersonal relationship with patients	2.1 Rapport is established to ensure the service is appropriate to and in the best interests of patients. 2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service. 2.3 Patient concerns and needs are correctly identified and responded to responsibility and accordingly established procedures and guidelines. 2.4 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best patient service outcomes.
3. Act in a respectful manner at all times	3.1 **Respect for differences** is positively, actively and consistently demonstrated in all work. 3.2 **Confidentiality** and privacy of patients is maintained. 3.3 Courtesy is demonstrated in all interactions with patients, visitors, carers and family. 3.4 Assistance with the care of patients with challenging behaviours is provided in accordance with established procedures. 3.5 Techniques are used to manage and minimize aggression.

4. Evaluate own work to maintain a high standard of patient service	4.1 Advice and assistance are received or sought from appropriate sources on own *performance*. 4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of patient support.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Patients	1.1. Patients 1.2. Prospective patients to the service/s 1.3. Patient may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies

2. Others with whom interaction is required in regard to patient services	2.1. Other staff and team members
	2.2. Service units or departments
	2.3. Family members, carers, and friends of patients
	2.4. Professional representatives or agents of patients such as:
	    2.4.1. Medical specialists
	    2.4.2. Nurses
	    2.4.3. Social workers
	    2.4.4. Dietitians
	    2.4.5. Therapists
	    2.4.6. Allied health professionals
	    2.4.7. Volunteers
	    2.4.8. Teachers and/or spiritual
	    2.4.9. Community
	2.5. General Public

3. Communication	3.1. English/Burmese 3.2. Through an interpreter 3.3. Community language as required by the service/organization
4. Modes of communication	4.1 Continuing interaction with patients and clients 4.2 Verbal conversations either in person or via telephone 4.3 Worker, family member friend or professional interpreter who has relevant languages
5. Respect for difference	5.1 Physical 5.2 Cognitive/mental or intellectual issues that may impact on communication 5.3 Cultural and ethnic 5.4 Religious 5.5 Social 5.6 Age 5.7 Language literacy and numeracy abilities
6. Confidentiality and privacy of patients	6.1 Public environments 6.2 Legal and ethical requirements 6.3 Writing details (*i.e.,* medical and consent forms) 6.4 Secure location for written records 6.5 Offering a private location for discussions 6.6 Information disclosed to an appropriate person consistent with one's level of responsibility
7. Performance monitoring	7.1 Self-monitoring 7.2 Supervisor assessment 7.3 Patient feedback

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	Underpinning Skills (to be used as job in the job sheet of CBLM)
• Roles and responsibilities of self and other workers within the organization • When client/patient issues need to be referred to an appropriate health professional • Organizational policies and procedures for privacy and confidentiality of information provided by patients and others • Knowledge of cultures relevant to the particular service • Institutional policy on patient rights and responsibilities	1. Establishing and maintaining relationships taking into account individual differences 2. Using effective listening techniques 3. Using appropriate verbal communication styles 4. Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patients/clients 5. Oral and written communication 6. Problem solving skills required include the ability to use available resources and prioritize workload 7. Ability to deal with conflict 8. Ability to work with others and display empathy with patient and relatives
Required major tools and equipment for the UoC: 1. Workplace (simulated or actual) 2. Relevant government and organizational policy, guidelines, procedures and protocols 3. Any relevant legislation in relation to service delivery	

TECHNICAL COMPETENCIES

UNIT OF COMPETENCY :	**Provide Care and Support to Infants and Toddlers**
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes required to provide care and support to infants and toddlers ages from birth to three years.
NOMINAL DURATION :	**40 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Comfort infants and toddlers	1.1 ***Tools and equipment*** are prepared according to the need of the infant/toddler. 1.2 ***Distressed infants and toddlers*** are responded to based on ***appropriate methods***, activity and ***non-verbal cues***. 1.3 Infants and toddlers are picked up and cuddled according to procedure.
2. Bathe and dress infants and toddlers	2.1 Infants and toddlers' vital signs are checked based on procedure. 2.2 Water quantity and temperature are checked as per requirement. 2.3 Infants and toddlers are bathed according to procedure. 2.4 ***Comforters*** are made available to infant and toddler when needed.
3. Feed infants and toddlers	3.1 Infants and toddlers' feeding bottles are cleaned and sterilized as needed. 3.2 Milk formula is prepared as prescribed.
4. Put infants and toddlers to sleep	4.1 Infants and toddlers' crib is prepared based on procedure. 4.2 Infants and toddlers are put to sleep based on procedure.
5. Enhance social, physical, intellectual, creative and emotional activities of infants and toddlers	5.1 Infants and toddlers are exposed to family members, relatives and playmates for communication and interaction purposes. 5.2 Infants/toddlers are provided with manipulative or creative toys and games as needed. 5.3 Infants/toddlers are given exercise activities as required.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Tools and Equipment	1.1. Infants crib/bed 1.2. Blanket/comforters 1.3. Infant carrier 1.4. Stroller 1.5. Bassinet 1.6. Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) 1.7. Baby's Layettes 1.8. Feeding bottles with cap, ring and nipple 1.9. Thermometer 1.10. Thermometer Tray 1.11. Sterilizer 1.12. Infant's/Toddler's Formula 1.13. Infants/Toddlers Toys
2. Appropriate method or Activities	2.1. Imitating babies' vocalizations 2.2. Talking 2.3. Singing 2.4. Laughing 2.5. Rhymes 2.6. Finger Games 2.7. Holding 2.8. Dancing 2.9. Gentle Bouncing 2.10. Substituting Activities 2.11. Playing 2.12. Distraction to an activity 2.13. Cuddles, comfort 2.14. Listening, talking with the infant or toddler quietly 2.15. Use of transition object
3. Infants/toddlers may show distress by	3.1. Crying 3.2. Appearing withdrawn 3.3. Squirming 3.4. Lack of eye contact 3.5. Sleeping difficulties 3.6. Whining 3.7. Not playing or not playing creatively 3.8. Repetitive display of trauma 3.9. Aggression 3.10. Regression 3.11. Speech difficulties (e.g. Stuttering) 3.12. Toilet training difficulties 3.13. Nervous tics (e.g. Cough) 3.14. Hunger 3.15. Tiredness 3.16. Discomfort 3.17. Fear 3.18. Anxiety 3.19. Boredom 3.20. Clinging behaviour
4. Non-Verbal Cues	4.1. Cues to indicate distress 4.2. Response to an interesting activity

	4.3.	Smiling
	4.4.	Cues that express a desire to engage in an activity of interaction
5. Comforters	5.1.	Special toys
	5.2.	Blankets
	5.3.	Dummies

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• The Dependent Nature of Infants/Toddlers • Bathing Paraphernalia and Types, Uses, Specification • Procedures in Taking Vital Signs • Basic Infant Care • Procedures in Bathing and Dressing/Undressing of infants • Infant Diet • Procedures in Feeding • Types and Uses of Clothes and Underwear • Specifications and Uses of Non-Slip Rubber Mat • Hand Washing Procedures • Specifications of Different Types of Thermometers • Table Etiquette • Signs of Infants/Toddlers Distress	1. Communication Skills (listening, speaking, verbal and nonverbal) 2. Empathy 3. Interpersonal Skills 4. Creative Skills 5. Ability to establish bonding with infant/toddler 6. Basic Measurement
Required major tools and equipment for the UoC: 1. A childcare workplace 2. Facilities, equipment, and materials relevant to the unit of competency	

UNIT OF COMPETENCY	:	**Provide Care and Support to Children**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to provide care and support to children between three (3) years old and twelve (12) years old.
NOMINAL DURATION	:	**40 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Install personal hygiene practices to children	1.1 Hygiene practices are explained clearly to children based on established procedures. 1.2 Personal hygiene procedure is demonstrated to children based on health and safety procedures. 1.3 Children paraphernalia are maintained based on healthy procedures.
2. Bathe and dress children	2.1 Children's vital signs are checked before bathing based on procedures. 2.2 Bathing paraphernalia are prepared as per procedure. 2.3 Bath water quantity and temperature are checked based on health requirements of the child. 2.4 Children are assisted in dressing up according to prevailing weather condition 2.5 Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible 2.6 Children with difficult behaviours in bathing are dealt with appropriately as per procedure.
3. Feed children	3.1 ***Nutritional requirements*** of children are determined according to their developmental stage. 3.2 ***Menu*** is prepared in accordance with children's nutritional and ***cultural requirements***. 3.3 ***Appetizing food*** and drink are prepared and served sufficiently and appropriately according to the child's ***health needs and preferences***. 3.4 Children are fed following healthy procedures.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Children's paraphernalia	1.1. Bathing paraphernalia and toiletries 1.2. Diaper 1.3. Clothes 1.4. Grooming Kit (baby hairbrush, comb, nail scissors) 1.5. Oral Hygiene (toothbrush, toothpaste) 1.6. Feeding Utensils 1.7. High Chair/Booster Seat/Portable Seat 1.8. Thermometer 1.9. Thermometer Tray
2. Nutritional requirements	2.1. Nutritious food 2.2. Balance Diet 2.3. Relevant nutritional needs according to age level
3. Menu	3.1. Breakfast 3.2. Lunch 3.3. Dinner 3.4. Snacks
4. Cultural requirements	4.1. Meal patterns over a day 4.2. Drinks provided 4.3. Foods used 4.4. Hot or cold meals 4.5. Spices and flavourings used 4.6. Inclusion of sweets
5. Appetizing food	5.1. Colour 5.2. Shape 5.3. Texture 5.4. Variety
6. Health needs of children	6.1. Medical advice and diet 6.2. Allergies to certain foods
7. Food and drink preferences	7.1. Culture 7.2. Dietary Requirements 7.3. Religion 7.4. Age 7.5. Family Patterns 7.6. Individual Tastes 7.7. Stage of the Day

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• Bathing and Dressing/Undressing Procedures • Procedures of Feeding Children • Procedures in Taking Vital Signs • Proper Health Care of Children • Hand Washing Procedures • Table Etiquette • Good Grooming • Nutritional Needs of Children • Fat Contents of Foods • Dietary Requirements for Infants	1. Cooking and Preparing Food 2. Menu Planning 3. Basic Measurements

• Cultural Practices and Beliefs about Food Provision • Impact of Foods and Drinks on Dental Health • Storage of Food – Temperatures • Food Preparation and Cooking	

Required major tools and equipment for the UoC:
   1. A childcare workplace
   2. Facilities, equipment, and materials relevant to the unit of competency

UNIT OF COMPETENCY	:	**Foster the Social, Intellectual, Creative and Emotional Development of Children**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to foster the social, intellectual, creative and emotional development of children from 1-12 years old.
NOMINAL DURATION	:	**30 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Foster children's independence and autonomy	1.1 **Opportunities** to develop self help skills and independence are provided as needed. 1.2 Children are given opportunities to make choice in appropriate ways taking into consideration their *individual differences*. 1.3 Children are encouraged to accept responsibility for their own actions. 1.4 Opportunities are created for children to participate in decision making.
2. Encourage children to express their feelings, ideas and needs	2.1 Children are encouraged to express their feelings, ideas and needs based on social norm. 2.2 Children are provided with *activities* as means of releasing their feelings according to their interests and needs. 2.3 Children are encouraged to respect each other's individual needs, abilities and interest.
3. Stimulate children's awareness and creativity	3.1 Children are encouraged to express their imagination and creativity based developmental needs. 3.2 Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs. 3.3 Materials and experiences are provided that would stimulate their various senses based on their interests. 3.4 Experiences that develop and enhance imagination and creativity are provided based on their interests.
4. Foster children's self-esteem and development of self-concept	4.1 Opportunities are provided for children to experience their individual strengths and needs. 4.2 Acknowledgement and positive support are given based on child experience negative feeling (frustration, aggression, depression, fear and anxiety). 4.3 Activities that present a challenge within the child's needs and capabilities are provided based on developmental stage. 4.4 Individual differences are acknowledged and respected based on child's development stage. 4.5 Children's achievements are acknowledged and appreciated based on preference.

	4.6 Children's positive self-worth and self-esteem are enhanced.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Opportunities	1.1. Socio dramatic play 1.2. Movement 1.3. Listening to music 1.4. Art experiences including day and finger painting
2. Individual differences	2.1. Age 2.2. Gender 2.3. Family background and lifestyle 2.4. Abilities and disabilities 2.5. Style of social interaction 2.6. Appearance 2.7. Cultural beliefs and practices 2.8. Temperament 2.9. Interests 2.10. Peer group acceptance, membership or isolation
3. Children's activities	Children's activities are carried out with the use of the following: 3.1. Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along 3.2. Audio Visual Equipment 3.3. Colouring Books 3.4. Crayons 3.5. Pencils 3.6. Peg Boards 3.7. Beads to String 3.8. Construction Sets 3.9. Scissors 3.10. Paper 3.11. Colour 3.12. Paint/Short Fat Paint Brushes 3.13. Play Dough 3.14. Activity Kit 3.15. Puzzles 3.16. Books 3.17. Manual

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	Underpinning Skills (to be used as job in the job sheet of CBLM)
• Psychology of Children • Cultural Awareness • Processes for Creative and Artistic Expression • Children Developmental Stages • Understanding of Children's Physical and Skills Development • Children's Needs, Interests and Problems	1. Planning 2. Interpersonal Skills 3. Motivational Skills
Required major tools and equipment for the UoC: 1. A childcare workplace 2. Facilities, equipment and materials relevant to the unit of competency	

UNIT OF COMPETENCY	**:**	**Foster Physical Development of Children**
UNIT DESCRIPTOR	**:**	This unit covers the knowledge, skills and attitudes required to foster specific physical development of children from 1-12 years old.
NOMINAL DURATION	**:**	**35 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Enhance physical activities of children	1.1 Children are provided with **tools and equipment** based on physical development needs. 1.2 Children are given exercise or activities based on needs.
2. Create opportunities for children to develop a wider range of physical development	2.1 Children are provided **opportunities to develop their physical skills** based on development needs. 2.2 Children are given the opportunities to develop themselves physically in accordance with resources available. 2.3 Equipment and tools are made available based on needs. 2.4 **Opportunities for physical development** are provided based on child's stage of growth and development. 2.5 Children are monitored and encouraged to develop healthy sleeping patterns and practices based on physical needs.
3. Provide experience to support physical development of children	3.1 Experiences are provided which will develop and **enhance physical fitness**. 3.2 Encouragement is given to children to learn to develop habit forming physical activities 3.3 Ways and means for the child to participate

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Tools and equipment	1.1. Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along 1.2. Audio Visual Equipment 1.3. Colouring Books 1.4. Crayons 1.5. Pencils 1.6. Peg Boards 1.7. Beads to String 1.8. Construction Sets 1.9. Scissors 1.10. Paper 1.11. Colour 1.12. Paint/Short Fat Paint Brushes 1.13. Play Dough 1.14. Activity Kit 1.15. Puzzles 1.16. Books 1.17. Manual
2. Opportunities to support children's development will vary according to a number of factors such as:	2.1. Child/Worker Ratios 2.2. Physical Environment – Constraints & Potential 2.3. Purpose of the Service 2.4. The amount and type of support from parents and participation by parents 2.5. The level of support available to the service from external bodies e.g. advice specialist services, resource workers 2.6. The frequency and regularity of use of the service by the child 2.7. Age of the Child
3. Physical skills	3.1. Skills in motor areas – fine and gross motor 3.2. Dexterity 3.3. Eye – Hand Coordination 3.4. Balance 3.5. Locomotion 3.6. Coordination
4. Opportunities to develop physical fitness skills may include:	4.1. Active Games 4.2. Sports 4.3. Exercises 4.4. Setting up venue/environment 4.5. Range of environments and equipment 4.6. Socio dramatic play 4.7. Play with construction materials 4.8. Art activities
5. Opportunities to develop relevant physical skills will vary according to the age/disability of the child -	5.1. For infants 5.1.1. Equipment and toys such as cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along 5.2. For Toddlers

		5.2.1. Opportunities provided to practice new skills of walking, climbing, balancing and pushing and pulling wheeled toys
	5.3.	For 3 to 5 years old
		5.3.1. Opportunities to develop fine motor skills such as puzzles, peg boards, beads to string, construction sets, crayons, brushes, scissors
		5.3.2. Opportunities to practice large muscle skills such as running, jumping, catching a ball etc.
	5.4.	For 6 to 12 years old
		5.4.1. Opportunities for development of balance, skilled climbing, riding, skating opportunities to develop skills in running kicking, catching, skipping, throwing, writing, drawing, gluing etc.
6. Opportunities provided to develop skills may be needed to adapt to factors such as:	6.1. Indoor and Outdoor Facilities 6.2. Environment 6.3. Venue/Location 6.4. Type of Service 6.5. Workers own physical capabilities 6.6. The desire for children to set up equipment themselves 6.7. Safety considerations 6.8. Peer group pressure	
7. Advice may be sought from:	7.1. Physiotherapist 7.2. Occupational Therapist 7.3. Other Staff 7.4. Parents	

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• Knowledge and understanding of children's physical development and skill development • Acceptance of each child's rate of development, needs, interests and strengths • Experiences that will target specific areas of physical development • Needs of children with a sensory/physical disability • Equipment, toys and resources that can be used to stimulate physical development • Knowledge of interaction between physical development and other areas of development – especially social and psychological development • Relevant organizational standards, policies and procedures	1. Planning 2. Interpersonal Skills 3. Motivational Skills
Required major tools and equipment for the UoC: 1. A childcare workplace 2. Facilities, equipment and materials relevant to the unit of competency	

UNIT OF COMPETENCY	:	**Provide Care and Services to Elderly**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for the elderly to meet his/her daily needs including nourishment, mobility, personal hygiene and other support within the plan of care.
NOMINAL DURATION	:	**40 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Establish and maintain an appropriate relationship with the elderly	1.1 Self-introduction by the caregiver to the elderly client is done based on established procedures. 1.2 Appropriate attitudes such as confidentiality, privacy, courtesy and respect are adhered to and demonstrated towards the elderly based on established procedures. 1.3 The elderly's own interest, **rights**, freedom and decision making are supported and respected based on established procedures. 1.4 **Short interpersonal exchanges** with the elderly in establishing, developing and maintaining rapport are encouraged.
2. Provide appropriate support to the elderly	2.1 All support is provided to the elderly in accordance with the **elderly's needs**, rights, self-determination and **individual differences**. 2.2 The elderly is encouraged and supported to participate in ceremonial, cultural, educational, recreational, religious, social, and spiritual activities as appropriately planned. 2.3 **Assistance** is provided at all times in order to maintain a safe and healthy environment, including minimizing physical dangers and risk of infections based on established procedures. 2.4 Proper response to situations of risks to health and safety is provided and maintained based on established procedures.
3. Provide assistance with elderly's personal care needs	3.1 Personal preferences are identified in consultation with the elderly and a plan for execution is mapped out based on established procedures. 3.2 The elderly is supported and encouraged in exercising their rights and **personal preferences** without compromising their safety and those of others and in accordance with established procedures.

	3.3 Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify the elderly's preferences are conducted based on established procedures. 3.4 Time is scheduled to effectively listen to the elderly's preferences to *maximize his/her wellbeing.*
4. Provide assistance with the elderly's personal care needs	4.1 The *elderly's personal care* needs (aids to daily living) are identified, and assistance provided. 4.2 Specific concerns and difficulties in meeting some personal care needs are identified, clarified and modified with the elderly in order to effectively address such concerns and problem needs. 4.3 *Assistive devices* for providing assistance for the elderly are identified and used as appropriate. 4.4 Organizational policies and practices for *reporting* are followed as appropriate. 4.5 The elderly's self-esteem and confidence are enhanced. 4.6 Provisions for interaction between the elderly and the community are researched and developed. 4.7 Developmental and progressing personal care needs are identified, acknowledged and provided for as appropriate. 4.8 Empathy is demonstrated in supporting and caring for the elderly's feelings of grief and loss.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Elderly rights may be detailed in:	1.1 Service/outcomes standards documents 1.2 Legislation 1.3 Organizational policies and practices
2. Short interpersonal exchanges	2.1 Chatting in friendly manner 2.2 Inquiring about the elderly's health 2.3 Short casual exchanges 2.4 Effective communication 2.5 Dialogue 2.6 Question and answer/interview techniques
3. Needs of the elderly	3.1 Physical, sexual 3.2 Financial 3.3 Household assistance and maintenance 3.4 Religious 3.5 Cultural 3.6 Spiritual 3.7 Recreational 3.8 Social and emotional 3.9 Intellectual
4. Factors contributing to individual difference	4.1 Culture 4.2 Age 4.3 Economic 4.4 Social 4.5 Gender 4.6 Physical 4.7 Intellectual 4.8 Language 4.9 Marital Status
5. Assistance	5.1 Providing information and advice 5.2 Accompanying or providing specific services 5.3 Encouragement and support for decisions and actions 5.4 Companionship
6. Maximum well being	6.1 Independent living 6.2 Observation of own customs and cultural practices coming and going from environment with safety 6.3 Belonging to social groups 6.4 Frequent visits to and from family, relatives and friends 6.5 Companionship 6.6 Efficient care from caregiver

7. Personal care needs	7.1. Daily living including
	  7.1.1. Maintaining personal safety
	  7.1.2. Communication (speech, writing, non-verbal communication)
	  7.1.3. Eating and drinking
	  7.1.4. Eliminating
	  7.1.5. Breathing
	  7.1.6. Mobilizing and transferring (moving from place to place and position to position)
	  7.1.7. Attending to personal hygiene (bathing, laundering personal linen)
	  7.1.8. Dressing and undressing

	7.1.9. Attending to own spiritual needs
	7.1.10. Grooming
	7.1.11. Toileting
	7.1.12. SPICE (Spice, Physical, Intellectual, Creative and emotional) activities
	7.2. Daily Routine
	    7.2.1. Accessing education and employment
	    7.2.2. Preparing meals
	    7.2.3. Climbing stairs
	    7.2.4. Maintaining household (cleaning, laundry, décor, repair)
	    7.2.5. Interacting with others and socializing
	    7.2.6. Accessing leisure, recreational and sporting activities
	7.3. Physical comfort and rest
	    7.3.1. Appropriate rest
	    7.3.2. Proper clothing
	    7.3.3. Fit dentures
	    7.3.4. Aids (wheelchairs, braces, walker, reading glasses)
	    7.3.5. Comfortable bed and chair
	7.4. Privacy
	7.5. Confidentiality
	7.6. To be treated in a dignified, safe and comfortable manner
	7.7. To express success, satisfied or own feelings

8. Assistive Devices	8.1 Wheelchair 8.2 Walker 8.3 Cane 8.4 Crutches 8.5 Parallel Bars 8.6 Feeding Utensils 8.7 Handrails 8.8 Commode 8.9 Reading Materials

9. Appropriate communication and relationship building processes	9.1 Courtesy
	9.2 Empathy
	9.3 Non-judgmental manner
	9.4 Listening
	9.5 Treating the elderly person as an individual
	9.6 Respect for difference
	    9.6.1. Cultural
	    9.6.2. Physical
	    9.6.3. Emotional
	    9.6.4. Beliefs
	    9.6.5. Customs
	    9.6.6. Values
	    9.6.7. Religions

10. Assistance may vary according to:	10.1 The ability of the worker 10.2 Mental well being 10.3 Physical well being 10.4 Social well being 10.5 Emotional well being 10.6 Creative well being

11. Factual information to identify the elderly's preferences may be gathered by:	11.1 Asking questions 11.2 Observing the elderly 11.3 Asking for clarification from the elderly 11.4 Asking other significant people such as relatives, friends, staff 11.5 Listening for relevant information concerning the elderly's preferences 11.6 Offering choices and suggestions 11.7 Consulting professionals' opinions and suggestions for the elderly to consider
12. Social and personal well being may include:	12.1 Being independent 12.2 Maintenance of personal contacts 12.3 Control of financial affairs 12.4 Coming and going from environment within safety requirements 12.5 Observation of own customs and cultural practices 12.6 Exercising legal, social and other obligations and responsibilities 12.7 Keeping and maintaining personal possessions 12.8 Privacy 12.9 Access and entitlement to respite and other services 12.10 Maintaining community participation 12.11 Participation in programs and activities 12.12 Sharing knowledge and skills
13. Provision of aids may include:	13.1 Referral to advisory centres 13.2 Information
14. Aids may include:	14.1 Mobility 14.2 Hearing 14.3 Speech 14.4 Vision
15. The elderly's self-esteem and confidence may be encouraged by:	15.1 Assisting the elderly with difficult tasks 15.2 Clarifying and discussing the elderly's abilities and disabilities 15.3 Encouraging the elderly to try new activities
16. Psychological needs	16.1 Freedom from undue stress 16.2 Self-esteem 16.3 Purpose 16.4 Personal identity 16.5 Life stage development

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• Types, uses, specifications and maintenance of bathing paraphernalia • Procedures of bathing and dressing the elderly • Proper care of elders • Principles and procedures in taking vital signs • Common signs and symptoms of common illnesses	1. Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities, cultural background) 2. Oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, etc.) necessary to develop a trusting relationship with an elderly.

• Principles and procedures of medicine administration
• Relevant plan of care, roles and responsibilities of caregiver
• Relevant policies, protocols and practices of the certain organizations in relation to services to the elderly
• Process of ageing
• Different religious, cultural, spiritual, physical and ceremonial perspectives
• Causes, implications and treatment of dementia and other elderly related conditions
• Depending on the work, roles or services provided, specific
• knowledge of particular groups or issues may be required like:
    - Alcohol and other drugs
    - Cultural and linguistics diversity
    - Risk of self harm
    - Women
    - Men
    - Community education
    - Mental health
• Common problems of the elderly and their ramifications
• Different cultural requirements and preferences
• Factors giving rise to grief and loss in the elderly
• Safety risks to the elderly
• Major systems of the body
	Language skills may be English, mother language or technical language (medical terms) as required by employment service or organization
	3. Oral communication skills (language competence) required to fulfil job roles as specified by the employment organization/service. Oral communication skills include asking questions, clarifying understanding of the elderly's preferences and expressing encouragement in oral communication.
	Service/organization may require competence in English or native language, as required by the elderly.
	4. Basic counselling

Required major tools and equipment for the UoC:
1. A childcare workplace
2. Facilities, equipment, supplies and materials relevant to the unit of competency

UNIT OF COMPETENCY	:	**Provide Care and Support to People with Special Needs**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for people with special needs to be able to enhance their abilities to communicate and be independent, responding to the physical, medical, health and safety, personal care and home maintenance requirements of people with disabilities.
NOMINAL DURATION	:	**35 Hours**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Establish and maintain appropriate relationship with people with special needs	1.1 All dealings with people with special needs are aimed at generating a trusting relationship which include protecting confidentiality, privacy, individual choices and the right to decision making. 1.2 Respect for *individual differences* is demonstrated in all dealings with people with special needs. 1.3 Support for the interests, rights and decision making of people with special needs is demonstrated in all dealings. 1.4 People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.
2. Provide appropriate support to people with special needs	2.1 All *support* to people with special needs are provided in accordance with their *needs*, rights and self-determination. 2.2 *Assistance* is provided to people with disabilities according to the employment organization guidelines. 2.3 Information required by people with special needs are identified and provided. 2.4 Reactions and limitations regarding *differences* are recognized and appropriate assistance is sought to ensure that the rights of people with special needs are upheld.
3. Assist in maintaining wellbeing of people with special needs.	3.1 People with special needs are provided with support in maintaining a clean, safe and comfortable environment. 3.2 Situations of risk to health and safety are responded to in accordance with *established and approved health and safety procedures*. 3.3 People with special needs are actively encouraged to practice self-expression. 3.4 *Rights and responsibilities* of people with special needs are discussed with them

		professionally and in a non-threatening and non-critical ways.
		3.5 **Strategies** are developed for people with special needs to assert self-terms of accomplishments and achievements.
4.	Assist people with special needs to identify and meet their needs	4.1 The dignity, privacy and personal choice of people with special needs in relation to needs are upheld.
		4.2 People with special needs are assisted to identify, select and prioritize their specified nursing needs.
		4.3 People with special needs are assisted to identify, select, prioritize and fulfill or implement their social, physical, intellectual, creative and emotional activities.
		4.4 People with special needs are assisted to select and develop strategies to meet their requirements in order to achieve their nursing needs.
5.	Assist people with special needs in maintaining an environment that enables maximum independent living	5.1 The types, frequency and triggers of challenging behaviours of a person with special needs are identified, assessed and researched.
		5.2 Strategies for the **prevention and management of challenging behaviour/s** are planned and implemented according to approved safety procedures.
		5.3 People with special needs are encouraged and supported to express self.
		5.4 Independent thinking (such as decision, opinion and preferences) by people with special needs are encouraged and supported.
		5.5 Strategies that would promote independence of people with special needs are developed and implemented.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Tools and equipment	1.1 Bed with side rails 1.2 Night Light 1.3 Handrails 1.4 Assistive device (wheelchair, cane, walker and crutches 1.5 Commode 1.6 Feeding Utensils 1.7 Clock 1.8 Reading Materials 1.9 Activity Kit

2. Individual differences	2.1. Daily living such as:
	    2.1.1. Culture
	    2.1.2. Age
	    2.1.3. Economic
	    2.1.4. Social
	    2.1.5. Gender
	    2.1.6. Physical
	    2.1.7. Emotional
	    2.1.8. Intellectual
	    2.1.9. Language
	2.2. Rights may be detailed in:
	    2.2.1. Service/outcomes standards
	    2.2.2. Legislation
	    2.2.3. Organizational policies and practice

3. Assistance	3.1 Providing information 3.2 Assistance with mobility or providing specific support such as transport 3.3 Encouragement and support for decisions and actions 3.4 General household assistance and maintenance
4. Differences	4.1 Individual (age, gender, ability, history, personal preferences) 4.2 Cultural 4.3 Spiritual/religious
5. Responsibilities	5.1. Act within the law 5.2. Treat others with consideration and respect 5.3. Abide by family obligations 5.4. Abide by the policies and procedures of the services being used

6. Personal needs may include providing assistance with:	6.1. Daily living including:
	    6.1.1. Maintaining personal safety
	    6.1.2. Communication (speech, writing, nonverbal communication)
	    6.1.3. Eating and drinking
	    6.1.4. Eliminating
	    6.1.5. Breathing
	    6.1.6. Mobilizing and transferring (moving from place to place and position to position)
	    6.1.7. Attending to personal hygiene (bathing, laundering personal linen)
	    6.1.8. Dressing and undressing
	6.2. Physical/instrumental activities of daily living:

	6.2.1. Preparing meals
	6.2.2. Climbing stairs
	6.2.3. Maintaining household (cleaning, laundry, décor, repairs)
	6.2.4. Interacting with others and socializing
	6.2.5. Accessing leisure, recreational and sporting activities
	6.3. Assisting with self-administration of medication according to:
	6.3.1. Organizational practice and policy
	6.4. Physical comfort and rest
	6.5. Pain management
	6.6. Maximization of independence and personal preferences
7. Strategies to meet needs	7.1. Responding to requirements arising from differences
	7.2. Utilizing personal support equipment e.g. chair lifts, wheelchairs, hearing impaired phones, etc.
	7.3. Enlisting specialist skills
8. Support may be provided:	8.1. In the client's home
	8.2. At residential or other services
9. Relevant legislation and policies on health and safety	9.1. Occupational health and safety
	9.2. Organizational policies and guidelines
	9.3. Daily living
	9.4. Medications
	9.5. Dealing with changes in physical or mental well being
	9.6. Occupational Health and Safety
	9.7. Sexual Harassment
	9.8. Abuse prevention
10. Prevention and management of challenging behaviour	10.1. Recognizing triggers and deflecting them
	10.2. Using active listening and observation skills
	10.3. Ensuring effective communication
	10.4. Seeking expert assistance

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
- Relevant organizational policies and procedures and responsibilities within it - Relevant policies, protocols and practices of the organization in relation to own work activities - Basic knowledge of different types of disabilities and their effects on clients need - Understanding of support requirements for people with special needs - Different religious, cultural, spiritual, physical, specific knowledge of particular groups or issues may be required like the following: - Alcohol and other drugs	1. Interpersonal skills appropriate to work with people with special needs 2. Oral communication skills (language skills) necessary to develop a trusting relationship with people with special needs. Language may be English, r community language as required by service or organization 3. Communication 4. Teamwork 5. Negotiation 6. Use of equipment 7. Interpersonal communication 8. Observation as required by job role 9. Assessment as required by job role

- Cultural and linguistic diversity - Risk of self-harm - Women - Men - Community education - Mental health - Organizational philosophy and goals - Legislative provision in relation to the rights of people with disabilities - Basic knowledge of human, social, psychological, cognitive and physical development - Role and responsibility of self and others in the organization - Organization's definition of challenging behaviour - Relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use - Impact of particular types of disability - Principles of empowerment/disempowerment in relation to people with special needs - Occupational health and safety guidelines - Cultural factors affecting people with special needs requirements - Understanding of regulations and guidelines governing the handling of medication	
Required major tools and equipment for the UoC: 1. A childcare workplace 2. Facilities, equipment, tools, supplies and materials relevant to the unit of competency	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Implement procedures for infection control and prevention	1.1 Exclusion guidelines for children and others suffering from an infectious condition are followed. 1.2 ***Hygiene and health principles*** are implemented in care practice. 1.3 Infection control guidelines are followed.
2. Recognize and respond to signs of potential illness	2.1 Signs of potential illness are reported. 2.2 Medical assistance is sought as necessary according to policies and procedures. 2.3 Clients and relatives are informed as soon as possible. 2.4 Client is comforted and settled.
3. Respond to emergencies and accidents	3.1 The safety of self and others is ensured. 3.2 Immediate First Aid is provided as required. 3.3 Strategies to calm, reassure and comfort clients are implemented. 3.4 Details of emergency are recorded and reported accurately. 3.5 Information is provided to others according to established policies. 3.6 Emergencies and accidents are responded to according to the established guidelines and legislative requirements.
4. Administer medication within guidelines	4.1 Medication is administered according to organizational policies and legislative requirements. 4.2 ***Medication*** is stored according to requirements. 4.3 Medication is checked for name, instructions and use by date. 4.4 All administered medications are documented in accordance with requirements.
5. Respond to threats and situations of danger	5.1 Remove client from threat/danger or remove danger/threat from client. 5.2 The level of immediate danger is assessed, and the situation is reported to an appropriate person. 5.3 Appropriate emergency procedures are implemented to ensure the safety of children and workers.

RANGE OF VARIABLES

Variable	Range (*May include but not limited to*)
1. Tools and Equipment	1.1 Dummies (baby and adult) 1.2 Vital signs kit (thermometer, BP) 1.3 Bed Board 1.4 Disposable Gloves 1.5 Cleaning equipment 1.6 Utensils 1.7 Soft toys 1.8 Protective Aprons
2. Hygiene and Health Principles	2.1 Hand Washing 2.2 Use of disposable gloves when cleaning up body wastes 2.3 Removal and disposal of infected articles 2.4 Cleaning equipment 2.5 Disposal of unused foods/milk 2.6 Cleaning of utensils after use 2.7 Regular disinfecting of soft toys 2.8 Removal of body waste products (e.g., urine, saliva, vomit) and disinfection of affected area 2.9 Use protective aprons when changing babies 2.10 Disinfection of nappy change areas after each use

3. Medication	3.1. Requirements for storage of medication may include but not limited to the following:
	    3.1.1. Legislative guidelines
	    3.1.2. Organization procedures

Underpinning Knowledge (To be used as training content in the information sheet of CBLM)	**Underpinning Skills** (to be used as job in the job sheet of CBLM)
• Disease spread and transmission • Guidelines for inspection control • Indicators of child abuse • Different types of child abuse • Child protection policy of service • State/territory requirements about responding to indications of abuse and reporting process • Organizational standards, policies and procedures	1. Common childhood illnesses – recognition, management strategies 2. Writing incident records 3. Making decision under pressure

Required major tools and equipment for the UoC:
  1. A childcare workplace
  2. Facilities, equipment, supplies and materials relevant to the unit of competency	