



**COMPETENCY STANDARD**  
**FOR**  
**Domestic Work**  
**Level: 1**

(Informal Sector Industry Skills Council)  
**Competency Standard Code: ISCS0001L1V1**

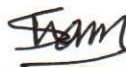
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**National Skills Development Authority**  
**Prime Minister's Office, Bangladesh**

  
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## Introduction

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The National Skills Development Authority (NSDA) aims to enhance an individual's employability by certifying competitiveness 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 skill ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

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

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in skills development. Trainees who successfully pass the assessment will receive a qualification in the National Technical and Vocational Qualification Framework (NTVQF) 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.

  
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## Overview

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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 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.



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## Competency Standards for Domestic Work, Level- I

### NTVQF with Job Classifications

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 (NPVC 2)			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 (NPVC 1)			Pre-Vocation Trainee

  
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# NTVQF Level Descriptors

NTVQF Level	Knowledge	Skill	Responsibility	Job Class.
6	<ul style="list-style-type: none"> <li>Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems</li> </ul>	<ul style="list-style-type: none"> <li>Manage a team or teams in workplace activities where there is unpredictable change</li> <li>Identify and design learning programs to develop performance of team members</li> </ul>	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
5	<ul style="list-style-type: none"> <li>Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.</li> </ul>	<ul style="list-style-type: none"> <li>Take overall responsibility for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Highly Skilled Worker / Supervisor
4	<ul style="list-style-type: none"> <li>Broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility, within reason, for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Skilled Worker
3	<ul style="list-style-type: none"> <li>Moderately broad knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under supervision with some autonomy</li> </ul>	Semi-Skilled Worker
2	<ul style="list-style-type: none"> <li>Basic underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under indirect supervision in a structured context</li> </ul>	Basic Skilled Worker
1	<ul style="list-style-type: none"> <li>Elementary understanding of the underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a structured context</li> </ul>	Basic Worker
Pre-Voc 2	<ul style="list-style-type: none"> <li>Limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Very limited range of skills and use of tools required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a well-defined, structured context.</li> </ul>	Pre-Vocation Trainee
Pre-Voc 1	<ul style="list-style-type: none"> <li>Extremely limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Minimal range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Simple work or study exercises, under direct supervision in a clear, well defined structured context</li> </ul>	Pre-Vocation Trainee



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## List of Abbreviations

NSDA - National Skills Development Authority

CS - Competency Standard

ISC - Industry Skills Council

NPVC - National Pre-Vocation Certificate

NTVQF - National Technical and Vocational Qualifications Framework

SCVC - Standards and Curriculum Validation Committee

UoC - Unit of Competency

STP - Skills Training Provider

OSH – Occupational Safety and Health

PPE – Personal Protective Equipment

SOP – Standard Operating Procedures

EWD - Electronic Work Diaries

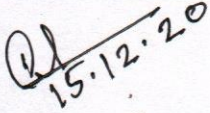
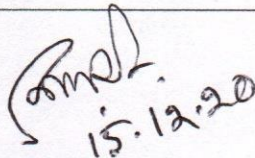
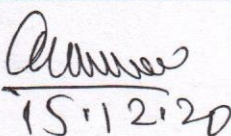
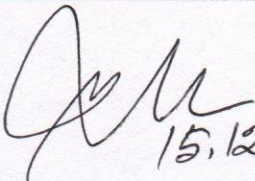



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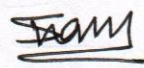
## Approval of Competency Standard

Members of the Approval Committee:

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

  
15.12.20

**Dulal Krishna Saha**  
Executive Chairman (Secretary)  
National Skills Development Authority (NSDA)  
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## National Competency Standards for Domestic Work, Level- 1 Course Structure

SL	Unit Code and Title		UoC Level	Nominal Hours
<b>Generic Competencies</b>				<b>30</b>
1.	GU007L2V1	Apply Real Literacy	2	30
<b>Sector Specific Competencies</b>				
<b>Occupation Specific Competencies</b>				<b>290</b>
2.	OU DW001L1V1	Perform Fundamentals of Domestic Work	1	30
3.	OU DW002L1V1	Communicate with Family Members and Clients	1	20
4.	OU DW003L1V1	Follow Personal Health and Hygiene Practices	1	20
5.	OU DW004L1V1	Use General Home Appliances	1	50
6.	OU DW005L1V1	Perform Laundry Works	1	30
7.	OU DW006L1V1	Perform Domestic Cleaning	1	40
8.	OU DW007L1V1	Carry out Kitchen Care	1	40
9.	OU DW008L1V1	Perform Cooking & Serving	1	60
<b>Total Duration (Hours)</b>				<b>320</b>

  
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**Units & Elements at a glance:  
Generic Competencies**

Code	Unit of Competency	Elements of Competency	Nominal Hours
GU007L2V1	Apply Real Literacy	<ol style="list-style-type: none"> <li>1. Control personal/internal skills</li> <li>2. Interpret issue-based life skills</li> <li>3. Apply workplace safety and health rules</li> <li>4. Maintain decent work environment</li> <li>5. Develop employability skills</li> <li>6. Use numeracy and literacy skills</li> </ol>	30
<b>Total Hour</b>			<b>30</b>

  
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## Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Nominal Hours
OUDW001L1V1	Perform Fundamentals of Domestic Work	<ol style="list-style-type: none"> <li>1. Prepare for safe work practices</li> <li>2. Maintain safe work area and ensure personal safety and security</li> <li>3. Prioritizing work</li> <li>4. Organize work activities</li> <li>5. Manage work activities</li> <li>6. Prepare cleaning routine &amp; timetable</li> </ol>	30
OUDW002L1V1	Communicate with Family Members and Clients	<ol style="list-style-type: none"> <li>1. Interpret communication process</li> <li>2. Receive Instructions.</li> <li>3. Communicate with the clients / employer</li> <li>4. Communicate with the family member</li> <li>5. Communicate with the service providers</li> <li>6. Build credibility with customers/ clients</li> </ol>	20
OUDW003L1V1	Follow Personal Health and Hygiene Practices	<ol style="list-style-type: none"> <li>1. Observe Occupational Safety and Health practices (OSH)</li> <li>2. Follow safety &amp; hygiene procedures</li> <li>3. Report personal health issues</li> <li>4. Prevent food contamination</li> <li>5. Clean workplace and dispose waste materials</li> </ol>	20
OUDW004L1V1	Use General Home Appliances	<ol style="list-style-type: none"> <li>1. Identify general home appliances</li> <li>2. Operate general home appliances</li> <li>3. Clean and maintain appliances and workplace</li> </ol>	50
OUDW005L1V1	Perform Laundry Works	<ol style="list-style-type: none"> <li>1. Perform laundry by hand</li> <li>2. Perform auto laundry work</li> <li>3. Perform ironing</li> </ol>	30
OUDW006L1V1	Perform Domestic Cleaning	<ol style="list-style-type: none"> <li>1. Prepare for cleaning</li> <li>2. Clean the bedroom</li> <li>3. Clean the washroom</li> <li>4. Clean the living areas</li> <li>5. Clean open area</li> <li>6. Clean and store cleaning items</li> </ol>	40
OUDW007L1V1	Carry out Kitchen Care	<ol style="list-style-type: none"> <li>1. Perform Dishwashing</li> <li>2. Perform Kitchen Cleaning and Sanitization</li> <li>3. Clean Kitchen hood</li> </ol>	40
OUDW008L1V1	Perform Cooking & Serving	<ol style="list-style-type: none"> <li>1. Identify daily meal requirement</li> <li>2. Pre-preparation household cooking</li> <li>3. Carry out cooking</li> <li>4. Dispose kitchen Waste</li> <li>5. Serve the cook</li> </ol>	60
<b>Total Duration (Hours)</b>			<b>290</b>

  
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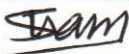
# Generic Competencies



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<b>Unit Code and Title</b>	<b>GU007L2V1: Apply Real Literacy</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to apply real literacy. It specifically includes – controlling personal/internal skills, interpreting issue-based life skills, applying workplace safety and health rules, maintaining decent work environment, developing employability skills, using numeracy and literacy skills.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Control personal/internal skills	1.1 Self-potential is explained. 1.2 Aim in life and <b>plan</b> are set. 1.3 Good family relationship is explained. 1.4 Saying NO in positive way is interpreted and practiced. 1.5 Techniques of controlling mental pressure are applied. 1.6 Problems and their solution are interpreted. 1.7 Decision making is interpreted. 1.8 <b>Communication</b> and relationship development techniques are interpreted and applied.
2. Interpret issue based life skills	2.1 Mass participation and leadership is explained. 2.2 Gender awareness is interpreted. 2.3 Sexual and <b>gender-based violence</b> is interpreted.
3. Apply workplace safety and health rules	3.1 Personal and primary health care techniques are interpreted and applied. 3.2 Personal and occupational safety processes are interpreted and followed. 3.3 Primary and <b>emergency treatment techniques</b> are practiced.
4. Maintain decent work environment	4.1 Discipline and behavior at workplace is interpreted and followed. 4.2 Domestic Worker Protection and Welfare Policy-2015 is explained. 4.3 <b>Techniques of searching job</b> and preparation are interpreted.

  
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5. Develop employability skills	5.1 Interview techniques are interpreted and applied. 5.2 Adopting with workplace environment is interpreted. 5.3 <b>Rights</b> and Responsibilities are explained.
6. Use numeracy and literacy skills	6.1 Speech and correct speaking techniques are practiced. 6.2 Relevant decent and <b>necessary words</b> are chosen and pronounced correctly. 6.3 Basic writing is practiced.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Plan	1.1 Short term 1.2 Long term
2. Communication	2.1 Verbal 2.2 Non-verbal 2.3 Written
3. Gender-based violence	3.1 Rape 3.2 Domestic violence, 3.3 Sexual harassment, 3.4 Acid throwing, 3.5 Dowry violence
4. Emergency treatment techniques	4.1 Burn 4.2 Small electric shock 4.3 Small injury
5. Techniques of searching job	5.1 Formal techniques 5.2 Informal techniques
6. Rights	6.1 Leave 6.2 Working hour 6.3 Benefits 6.4 Employment contract 6.5 Identify card
7. Necessary words	7.1 Gas burner 7.2 Microwave oven 7.3 Water filter 7.4 Refrigerator 7.5 Toaster 7.6 Rice cooker 7.7 Blender 7.8 Domestic worker 7.9 Fire Extinguisher



	<ul style="list-style-type: none"> <li>7.10 Exit</li> <li>7.11 Entry</li> <li>7.12 Timer</li> <li>7.13 Off</li> <li>7.14 On</li> <li>7.15 Function</li> <li>7.16 Control</li> <li>7.17 Button</li> <li>7.18 Knob</li> <li>7.19 Switch</li> <li>7.20 Speed</li> <li>7.21 Contact</li> <li>7.22 Google</li> <li>7.23 Settings</li> <li>7.24 Call log</li> <li>7.25 Delete</li> </ul>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 practiced to say NO in positive way</li> <li>1.2 applied techniques of controlling mental pressure</li> <li>1.3 applied workplace safety and health rules</li> <li>1.4 interpreted techniques of searching job and preparation</li> <li>1.5 explained rights and responsibilities</li> <li>1.6 interpreted sexual and gender-based violence</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Self-potential and aim in life</li> <li>2.2 Family relationship</li> <li>2.3 Mental pressure</li> <li>2.4 Personal and primary health</li> <li>2.5 Personal and occupational safety</li> <li>2.6 Labour law domestic Workers Protection and Welfare Policy, 2015,</li> <li>2.7 Interview technique</li> <li>2.8 Decent words</li> <li>2.9 Sexual and gender-based violence</li> </ul>

  
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3. Underpinning skills	3.1 Setting aim in life and planning accordingly 3.2 Applying techniques to say NO in positive way 3.3 Applying techniques of controlling mental pressure 3.4 Applying communication and relationship development techniques 3.5 Interpreting workplace safety and health rules 3.6 Following discipline and behaviour at workplace 3.7 Interpreting interview techniques 3.8 Interpreting techniques of searching job and preparation 3.9 explaining rights and responsibilities 3.10 interpreting sexual and gender-based violence
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Home appliances 5.3 Internet connection 5.4 Learning manuals
6. Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.



# Occupation Specific Competencies



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<b>Unit Code and Title</b>	<b>OU DW001L1V1: Perform Fundamental Domestic Work</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to Perform Fundamentals of Domestic Work. It specifically includes – preparing for safe work practices, maintaining safe work area and ensure personal safety and security, prioritizing work, organizing work, managing work activities and preparing cleaning routing & timetable.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare for safe work practices	<p>1.1 Safety requirements and hazards relevant to own work role are identified.</p> <p>1.2 Safe work preparedness and professional personal presentation and maintenance of personal grooming are ensured.</p> <p>1.3 Strategies and procedures to be observed in case of an emergency are identified and prepared.</p> <p>1.4 Safe work practices, procedures and instructions are followed in performing domestic work.</p> <p>1.5 <b><u>Hazards and emergency situations</u></b> relevant to domestic work are identified and preventive/corrective measures are applied where possible.</p> <p>1.6 <b><u>Fire-safety equipment</u></b> and exit points are located and used if required.</p>
2. Maintain safe work area and ensure personal safety and security	<p>2.1 Work area is cleared following activity, and materials disposed of, reused or recycled according to need.</p> <p>2.2 Tools and equipment are cleaned, checked and stored and needed repairs reported to employer.</p> <p>2.3 Awareness of employees' rights and responsibilities at work is demonstrated</p> <p>2.4 Awareness of reporting procedures and support systems in case of a safety or security breach as well as violation of employee rights is demonstrated.</p>

  
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3. Prioritizing work	<p>3.1 Task requirements are identified in accordance with job role/description and required standard.</p> <p>3.2 Tasks are timed and prioritized to ensure most efficient and effective use of time and available resources.</p> <p>3.3 Priorities and deadlines are discussed and agreed with <b><u>others involved or affected by the work.</u></b></p>
4. Organize work activities	<p>4.1 Sufficient time is allocated to perform work and achieve expected outcomes.</p> <p>4.2 Impediments to achieving expected work outcomes are identified and communicated.</p> <p>4.3 Communication is maintained with others involved in or affected by the work activity.</p> <p>4.4 Information and resources needed to <b><u>perform the work effectively</u></b> are sourced and communicated to the employer.</p>
5. Manage work activities	<p>5.1 Work is regularly checked against job standards.</p> <p>5.2 Gaps in work performance are identified and suggestions sought from others involved or affected by the work.</p> <p>5.3 Suggested improvements are considered and implemented to address performance gaps, where relevant.</p>
6. Prepare cleaning routine & timetable	<p>6.1 Job description/requirement is discussed/interpreted with the house owner properly.</p> <p>6.2 Daily to be performed <b><u>jobs/activities</u></b> are identified</p> <p>6.3 Weekly to be performed jobs/activities are identified</p> <p>6.4 Monthly to be performed jobs/activities are identified</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Hazards and emergency situations	<p>1.1 Chemical spills</p> <p>1.2 Epidemics/disease outbreaks</p> <p>1.3 Fire</p> <p>1.4 Gas leaks</p> <p>1.5 Home intrusion</p> <p>1.6 Injury to self or personnel</p> <p>1.7 Natural calamities</p> <p>1.8 Vehicle accidents</p>
2. Fire-safety equipment	<p>2.1 Fire blankets</p> <p>2.2 Fire extinguishers</p> <p>2.3 Fire hoses</p> <p>2.4 Fire-fighting equipment</p>

3. Others involved or affected by the work	3.1 Employer 3.2 Co-workers 3.3 Members of household 3.4 Neighbors
4. Perform the work effectively	4.1 Financial resources 4.2 Instruction Adequate time 4.3 Equipment 4.4 Job standards 4.5 Machinery 4.6 Protective clothing and equipment 4.7 Tools 4.8 Work instructions
5. Jobs/activities	5.1 Routine 5.2 Daily schedule 5.3 Weekly schedule 5.4 Monthly schedule
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidences that the candidate: <ol style="list-style-type: none"> <li>1.1 identified hazards and own work.</li> <li>1.2 followed safe work practices, procedures and instructions.</li> <li>1.3 prepared strategies and procedures.</li> <li>1.4 Identified hazards and emergency situations.</li> <li>1.5 used fire-safety equipment.</li> <li>1.6 maintained communication.</li> <li>1.7 identified task requirements.</li> <li>1.8 maintained communication.</li> <li>1.9 performed work effectively.</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1 Safety requirements</li> <li>2.2 Hazards and emergency situation</li> <li>2.3 Safe work preparation</li> <li>2.4 Fire safety equipment</li> <li>2.5 Maintain safe work area</li> <li>2.6 Awareness of employees</li> <li>2.7 Personal safety and security</li> <li>2.8 Prioritize and deadlines</li> <li>2.9 communication process</li> <li>2.10 Job description</li> </ol>

  
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3. Underpinning skills	3.1 Identifying hazards and own work. 3.2 Using fire-safety equipment. 3.3 Demonstrate rights and responsibilities at work. 3.4 Identifying task requirements accordance with job role/description. 3.5 Performing work effectively and communicating to employer. 3.6 Checking regularly work against job standard. 3.7 Interpreted job description.
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 fire-safety equipment. 5.3 Job description / job role. 5.4 Intercom / mobile phone and calling bell. 5.5 information and documentation 5.6 manual, codes, standards and reference materials.
6. Methods of assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio.
7. Context for assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor

### Accreditation Requirements

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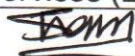


<b>Unit Code and Title</b>	<b>OU DW002L1V1: Communicate with Family Members and Clients</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to communicate with family members and clients. It includes Interpreting communication process, receiving instructions, communicating with the clients / employer, communicating with the family member and service provider, and building credibility with customers / clients.
<b>Elements of Competency</b>	Performance Criteria <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret communication process	<p>1.1 Importance of communications with client groups is listed.</p> <p>1.2 <b><u>Types of communication</u></b> are illustrated</p> <p>1.3 Verbal and non-verbal communications are differentiated.</p> <p>1.4 Different media of communication are identified and ways to utilize those are explained.</p> <p>1.5 Role of Domestic workers in communicating with family members and client's /service providers is stated.</p> <p>1.6 Strategies for enhancing communication skills are listed.</p> <p>1.7 Strategies to communicate with different type of client groups and their families are identified.</p>
2. Receive Instructions.	<p>2.1 Instructions are listening and interpreted.</p> <p>2.2 Questions are asked to clarify understanding or gain more information if required.</p> <p>2.3 Information/instruction is properly noted or memorized.</p>
3. Communicate with the clients / employer	<p>3.1 Need of communication with clients is identified.</p> <p>3.2 <b><u>Barriers of communication</u></b> with clients are identified.</p> <p>3.3 Appropriate <b><u>techniques</u></b> of communication are identified as per client's condition and preference.</p> <p>3.4 Communication with the client is conducted following the systematic procedure of communication.</p> <p>3.5 Ways to discuss difficult and sensitive topic with the client is identified.</p> <p>3.6 Requests from clients are acknowledged in a polite, clear manner, using appropriate language.</p> <p>3.7 Client requests are identified and understood</p> <p>3.8 Information is transferred as required.</p>

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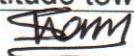


4. Communicate with the family member	<p>4.1 Need of communication with family members is identified.</p> <p>4.2 Barriers of communication with the families are identified.</p> <p>4.3 Appropriate way/method, media/channels and materials of communication are identified as per family's condition and preference.</p> <p>4.4 Communication with the client's family is conducted, practiced, dramatized using appropriate ways.</p> <p>4.5 Ways to discuss difficult and sensitive topics with the client is identified.</p>
5. Communicate with the service providers	<p>5.1 Need of communicating with the <b>service providers</b> are interpreted</p> <p>5.2 Different <b>channels of communication</b> with the service providers are identified and accessed</p> <p>5.3 Ways to explain a home care condition to the concern person is interpreted</p> <p>5.4 Process to explain/communicate any unfamiliar medical situation/words is determined.</p>
6. Build credibility with customers/ clients	<p>6.1 Client expectations for reliability, punctuality and appearance are adhered.</p> <p>6.2 Possible causes of client/customer dissatisfaction are identified, dealt with and noted or memorized.</p> <p>6.3 Clients are fully informed of all relevant security matters.</p>
<b>Range of Variables</b>	
Variable	Range (may include but not limited to):
1. Types of communication	<p>1.1 Verbal communication</p> <p>1.2 Non-verbal communication</p> <p>1.3 Written communication</p> <p>1.4 Pictorial communication</p>
2. Barrier of communication	<p>2.1 Psychological barriers</p> <p>2.2 Physical barrier</p> <p>2.3 Gender barrier</p> <p>2.4 Language</p> <p>2.5 Long message</p>
3. Techniques	<p>3.1 Voice tones</p> <p>3.2 Volume / Loudness</p> <p>3.3 Pitch</p> <p>3.4 Pause</p> <p>3.5 Body language</p>
4. Service providers	<p>4.1 Online / offline service provider</p> <p>4.2 Fire security</p> <p>4.3 Emergency services (999)</p> <p>4.4 Ambulance</p> <p>4.5 Utility Services (Electricity, Gas, water, dish,</p>



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	internet) 4.6 Relevant online services
5. Channels of Communication	5.1 Land Phone 5.2 Cell Phone (Mobile) 5.3 Intercom 5.4 Short note in paper 5.5 Letter
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	The assessment required evidence that the candidate 1.1 explained Importance and need of effective communication 1.2 made use of relevant terms as an aid to transfer information effectively 1.3 conveyed information effectively adopting the formal or informal communication 1.4 responded to the clients and families in a polite and respectful manner 1.5 facilitated good relationship with the service users and co-workers
2. Underpinning knowledge	2.1 Definition and importance of communication 2.2 Types of communication 2.3 Role of domestic worker 2.4 Communication barriers 2.5 Techniques of Effective Communication 2.6 Do's and don'ts in the communication 2.7 Channel of communication 2.8 Written and verbal communication
3. Underpinning skills	3.1 Communicating and rapport building with client, family member and service provider. 3.2 Following simple spoken language and avoid local language of which avoidable. 3.3 Performing routine workplace duties following simple written notices. 3.4 Completing work-related instructions. 3.5 Using appropriate technology for communication Ability to relate to people of social range in the workplace. 3.6 Gathering and providing information in response to workplace Requirements.
4. Required attitudes	4.1. Active Listening, patience to listen and responding 4.2. Showing respect to others 4.3. Taking short notes whole communicating 4.4. Timeliness 4.5. Conciseness 4.6. Positive attitude toward the client and family





	4.7. Tidiness and timeliness
5. Resource implication	5.1. Workplace (actual or simulated) 5.2. Relevant materials and equipment 5.3. Relevant specifications or work instructions
6. Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

  
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Unit Code and Title	OUDW003L1V1: Follow Personal Health & Hygiene Practices
Nominal Hours	20 hours
Unit Descriptor	<p>This unit deals knowledge, skills and attitude required to Practice Personal Health &amp; Hygiene.</p> <p>It specially includes- Observing Occupational Safety and Health practices (OSH), Following safety &amp; hygiene procedures, reporting personal health issues, preventing food contamination, preventing cross-contamination and Cleaning workplace and disposing waste materials.</p>
Elements of Competency	<p><b>Performance Criteria</b></p> <p><b><u>Bold and underlined</u></b> terms are elaborated in the Range of Variable</p>
1. Observe Occupational Safety and Health practices (OSH)	<p>1.1 OSH are followed as per workplace standard.</p> <p>1.2 <b><u>Personal Protective Equipment (PPE)</u></b> is collected as required.</p> <p>1.3 Safe work practices observed and PPE is worn as required for the work performed.</p>
2. Follow safety & hygiene procedures	<p>2.1 Domestic hygiene procedures are followed as per operating standard</p> <p>2.2 Unsafe practices of hygiene procedures are reported as per workplace standard.</p> <p>2.3 Food hazards are identified.</p> <p>2.4 Safety procedures are followed.</p> <p>2.5 The hygiene hazards are removed or minimized.</p>
3. Report personal health issues	<p>3.1 <b><u>Personal health</u></b> issues are reported likely to cause a hygiene risk.</p> <p>3.2 Incidents are reported of food contamination resulting from personal health issues.</p> <p>3.3 Participation in food handling activities are ceased where own health issue may cause food contamination.</p>
4. Prevent food contamination	<p>4.1. Organisation-approved bandages and dressings are used.</p> <p>4.2. Food contamination is prevented from clothing and other items worn.</p> <p>4.3. Unnecessary direct contact is prevented with ready to eat food as per industry procedure.</p> <p>4.4. Hygienic personal contact is ensured with food and food contact surfaces.</p> <p>4.5. Hygienic cleaning practices are used that prevent food-borne illnesses.</p> <p>4.6. Hand washing procedures consistently is followed</p>



	<p>as per enterprise instruction</p> <p>4.7. Hands gloves are used as per job requirement</p> <p>4.8. Work is performed without <b><u>Contamination media</u></b> as per industry rules.</p>
5. Clean workplace and dispose waste materials	<p>5.1 Used PPE is cleaned and changed as required</p> <p>5.2 Apron is washed as per standard.</p> <p>5.3 Work area is cleaned and waste materials are disposed as per workplace standard.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to)</b>
1. Personal Protective Equipment	<p>1.1 Hand gloves</p> <p>1.2 Apron</p> <p>1.3 Hair net</p> <p>1.4 Foot wear</p> <p>1.5 Mask</p> <p>1.6 Safety shoe (rubber)</p>
2. Personal health	<p>2.1 Skin diseases</p> <p>2.2 Communicable diseases</p> <p>2.3 Cut and wound</p>
3. Contamination media	<p>3.1 Jewelry</p> <p>3.2 Wrist watch</p> <p>3.3 Perfume/cosmetics</p> <p>3.4 False finger nails, Eye lashes, Nails burnish,</p> <p>3.5 Rings and studs</p> <p>3.6 Hair band /Clips</p>
<b>Evidence Guide</b>	
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	<p>Assessment required evidence that the candidate:</p> <p>1.1 maintained personal health and hygiene</p> <p>1.2 followed domestic hygiene procedures</p> <p>1.3 reported unsafe practices of hygiene procedures</p> <p>1.4 reported personal health issues.</p> <p>1.5 identified food hazards</p> <p>1.6 prevent food contamination</p> <p>1.7 avoided contamination media</p>
2. Underpinning knowledge	<p>2.1 Safe work practices</p> <p>2.2 Domestic hygiene procedures</p> <p>2.3 Organizational food safety rules</p> <p>2.4 Hygiene and food safety procedure</p> <p>2.5 Hand washing procedure</p> <p>2.6 Food contamination issues</p> <p>2.7 Hygienic cleaning procedure</p> <p>2.8 Food-borne illnesses</p> <p>2.9 Contamination media</p> <p>2.10 Workplace cleaning procedures</p>

3. Underpinning skill	3.1 Observing safe work practices 3.2 Reporting unsafe practices of hygiene procedures 3.3 Reporting health issues 3.4 Maintaining Personal health issues 3.5 Performing hand wash 3.6 Performing clean and sanitize 3.7 Performing contamination media
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace
5. Resource implication	5.1 Tools, equipment and facilities appropriate to the process or activity. 5.2 Materials relevant to the proposed activity
6. Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor

### Accreditation Requirements


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<b>Unit Code and Title</b>	<b>OU DW004L1V1: Use General Home Appliances</b>
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to use general home appliances. It specifically includes- identifying general home appliances; operating general home appliances and cleaning and maintaining appliances and workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify general home appliances	1.1 <b><u>General Home appliances</u></b> are identified 1.2 Purpose home appliances are stated 1.3 Safety issues and <b><u>PPE</u></b> requirements related to use home appliances are interpreted.
2. Operate general home appliances	2.1 Appliances are prepared to operate. 2.2 Appliances are operated as per standard. 2.3 Safety requirements are complied with before, during and after use
3. Clean and maintain appliances and workplace	3.1 Appliances are cleaned using <b><u>Cleaning materials</u></b> as per Standard. 3.2 Appliance components are assembled if required 3.3 Appliances is stored in designated place. Work place is cleaned as per workplace standard.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. General Home appliances	1.1 Gas Stove 1.2 Pressure cooker 1.3 Rice cooker 1.4 Blender and Juicer 1.5 Roti maker 1.6 Room heater 1.7 Electric Kettle 1.8 Coffee Maker 1.9 Washing machine 1.10 Iron 1.11 MOP 1.12 Vacuum cleaner 1.13 Cloth dryer 1.14 Toaster

  
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	<ul style="list-style-type: none"> <li>1.15 Microwave oven</li> <li>1.16 Refrigerator</li> <li>1.17 Electric water filter</li> <li>1.18 Air conditioner</li> </ul>
2. PPE	<ul style="list-style-type: none"> <li>2.1 Apron</li> <li>2.2 Hand Gloves</li> <li>2.3 Mask</li> <li>2.4 Hair Net</li> <li>2.5 Safety shoes</li> <li>2.6 Plastic Sandal</li> </ul>
3. Cleaning materials	<ul style="list-style-type: none"> <li>3.1 Cloths</li> <li>3.2 Jute</li> <li>3.3 Soap/detergent powder</li> <li>3.4 Water</li> <li>3.5 Mop</li> <li>3.6 Brush</li> <li>3.7 Air gun/blower</li> <li>3.8 Hose pipe</li> </ul>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 identified electrical hazards</li> <li>1.2 checked workability of appliances</li> <li>1.3 cleaned appliances</li> <li>1.4 assembled appliances</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Different types of general home appliances</li> <li>2.2 Purpose and function of home appliances</li> <li>2.3 Safety requirements</li> <li>2.4 Cleaning procedure</li> <li>2.5 Storing procedure</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Operating general home appliances</li> <li>3.2 Performing cleaning of appliances</li> <li>3.3 Dismantling parts and components</li> <li>3.4 Assembling parts and components</li> <li>3.5 Cleaning home appliances keeping home appliances in designated places.</li> </ul>

  
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4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resources implication	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Cleaning materials 5.3 Information and documentation 5.4 Product specifications 5.5 Manual, codes, standards and reference materials
6. Methods of assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio.
7. Context for assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



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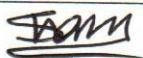
<b>Unit Code and Title</b>	<b>UDW005L1V1: Perform laundry works</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform laundry works. It specifically includes - performing laundry by hand, performing auto laundry and performing.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Perform laundry by hand	1.1 <b><u>Washing materials</u></b> are collected 1.2 <b><u>Clothes &amp; Stain removing materials</u></b> are collected 1.3 Clothes are segregated according to dirt, color & types 1.4 Clothes are moiled and washed with detergent/soap separately as required 1.5 Stains are removed as required 1.6 Starches and Blue is prepared & used if needed. 1.7 Clothes are wringed & dried as required 1.8 Clothes are organized & placed as required.
2. Perform auto laundry work	2.1 Clothes are collected and segregated according to dirt, color & types. 2.2 <b><u>Washing Machine</u></b> is prepared as required. 2.3 Clothes & Detergent is given as required 2.4 Washing Machine is switched on according to the manual. 2.5 Water is provided according to the given guideline if machine is semi-auto. 2.6 Washing Machine is switched off as required 2.7 Clothes are organized & placed as required.
3. Perform ironing	3.1 Types of <b><u>iron</u></b> are identified and selected 3.2 Clothes are selected for Ironing 3.3 <b><u>Accessories for ironing</u></b> are prepared. Ironing is performed as required 3.4 Ironed clothes are stored as required.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Washing Materials	1.1 Bowl 1.2 Mug

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	1.3 Bucket 1.4 Brush 1.5 Laundry detergent 1.6 Cloth softener 1.7 Soap 1.8 Bin
2. Clothes	2.1 Cotton 2.2 Wool 2.3 Silk 2.4 Fur 2.5 Denim 2.6 Linen 2.7 Synthetic 2.8 Nylon 2.9 Polyester 2.10 Colorful clothe 2.11 White clothes 2.12 Minimum/less dirt 2.13 Strong dirt
3. Stain removing materials	3.1 Soda 3.2 Vinegar 3.3 Lemon juice 3.4 Hot water 3.5 Normal water 3.6 Bleach
4. Washing Machine	4.1 Automatic Washing & drying Machine 4.2 Semi- Automatic Washing & drying Machine
5. Iron	5.1 Electric iron 5.2 Steam iron
6. Accessories for Ironing	6.1 Iron table 6.2 Iron stand 6.3 Fatty cloth
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 identified types of clothes 1.2 operated auto & semi-auto washing machine. 1.3 operated iron. 1.4 followed safe work practices, procedures, and instructions.

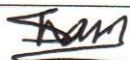


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2. Underpinning knowledge	<p>2.1 Definition of types of clothes</p> <p>2.2 Use of washing materials</p> <p>2.3 Use &amp; purpose of stain removing materials</p> <p>2.4 Difference of Auto &amp; semi-auto Washing Machine.</p> <p>2.5 Types of iron</p> <p>2.6 Personal safety &amp; security</p>
3. Underpinning skills	<p>3.1 Identifying clothes</p> <p>3.2 Collecting stain removing materials.</p> <p>3.3 Operating Auto &amp; Semi auto Washing Machine</p> <p>3.4 Operating Iron</p> <p>3.5 Performing cloth Ironing</p> <p>3.6 Performing cloth folding</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 Communication with peers and seniors at workplace.</p>
5. Resources implication	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 Washing Machine</p> <p>5.3 Iron &amp; Iron stand.</p> <p>5.4 Washing 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.</p>
7. Context for assessment	<p>7.1 Competency assessment must be done in NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>

### Accreditation Requirements


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<b>Unit Code and Title</b>	<b>UDW006L1V1: Perform Domestic Cleaning</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform domestic cleaning. It specifically includes – preparing for cleaning, cleaning the bedroom, washroom, living areas, open area and cleaning and store cleaning items.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare for cleaning	<p>1.1 <b><u>Personal protective equipment (PPE)</u></b> are identified and used as per job requirement.</p> <p>1.2 <b><u>Cleaning tools / kits</u></b> and <b><u>equipment</u></b> are identified and selected.</p> <p>1.3 Functions of cleaning tools / kits and equipment are interpreted.</p> <p>1.4 <b><u>Cleaning methods</u></b> are interpreted.</p> <p>1.5 <b><u>Cleaning agents</u></b> are identified and selected as per requirements.</p>
2. Clean the bedroom	<p>2.1 Curtains/blinds are set and adjusted as per lighting and ventilation requirements.</p> <p>2.2 <b><u>Scattered items</u></b> are orderly placed at their designated locations.</p> <p>2.3 Dusting is performed to clean the <b><u>bedroom furniture</u></b>.</p> <p>2.4 Carpets are cleaned as per job requirement.</p> <p>2.5 Bed is prepared as per the client's requirement.</p> <p>2.6 <b><u>Floor cleaning</u></b> is carried out</p>
3. Clean the washroom	<p>3.1 <b><u>Used items</u></b> from the bathroom are removed as per requirement.</p> <p>3.2 Cleaning of <b><u>sanitary fittings</u></b> is carried out as per standards.</p> <p>3.3 Cleaning of shower area is carried out as per requirement.</p> <p>3.4 Cleaning of the toilet is carried out using the appropriate chemicals.</p> <p>3.5 Cleaning of bathroom floor is carried out as per requirement.</p> <p>3.6 Toiletries are placed as per job requirement.</p>



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4. Clean the living areas	<p>4.1 <b>Living areas</b> are identified.</p> <p>4.2 Cleaning requirements for living room are identified.</p> <p>4.3 Scattered items are placed in the room to their appropriate locations.</p> <p>4.4 Curtains/blinds are set if required.</p> <p>4.5 Room furniture and other fixtures are dusted.</p> <p>4.6 Carpets are cleaned as per job requirement.</p> <p>4.7 Cleaning of the room floor is carried out</p>
5. Clean open area	<p>5.1 <b>Open areas</b> are identified.</p> <p>5.2 Scattered items are placed in the area.</p> <p>5.3 Plants and plant vase are watered as per requirement.</p> <p>5.4 Pet area is cleaned as per requirement.</p> <p>5.5 Appropriate tools are used to clean the floor</p> <p>5.6 Household <b>goods</b> in open area are dusted</p> <p>5.7 Wet mopping is carried out as per requirement</p>
6. Clean and store cleaning items	<p>6.1 Household waste is disposed as per workplace standard.</p> <p>6.2 Bins are cleaned and maintained.</p> <p>6.3 Cleaning agents and supplies are refilled where necessary.</p> <p>6.4 <b>Cleaning items &amp; supplies</b> are cleaned and stored according to workplace standard.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment (PPE)	<p>1.1 Face masks</p> <p>1.2 Footwear (shoes)</p> <p>1.3 Gloves</p> <p>1.4 Apron</p> <p>1.5 Rubber slippers</p>
2. Cleaning tools / kits	<p>2.1 Microfiber cloths</p> <p>2.2 Extension dusting kit</p> <p>2.3 Ceiling fan cleaning brush</p> <p>2.4 Spray bottles for cleaners</p> <p>2.5 Scrub brush</p> <p>2.6 Bowl brush</p> <p>2.7 Manual sweeping tool</p> <p>2.8 Window squeegees</p> <p>2.9 Bucket</p> <p>2.10 Dust pan</p> <p>2.11 Garbage bin</p> <p>2.12 Mop bucket</p>

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	2.13 Trash Bags 2.14 Extension rod/handle
3. Cleaning equipment	3.1 Floor polisher 3.2 Steam mop 3.3 Mopping equipment 3.4 Vacuum cleaner
4. Cleaning methods	4.1 Manual cleaning 4.2 Automated cleaning 4.3 Semi auto cleaning
5. Cleaning agents	5.1 Neutral detergents 5.2 Soap 5.3 Alkaline based detergents 5.4 Disinfectants 5.5 Degreasers 5.6 Bleach
6. Scattered items	6.1 Bed sheets 6.2 Pillows/ pillow cases, 6.3 Blankets 6.4 Used Cloths 6.5 Mosquito net 6.6 Toys
7. Bedroom furniture	7.1 Bed 7.2 Carpets 7.3 Curtains 7.4 Door mat 7.5 Floors and other surfaces such as wood, tiles etc. 7.6 Windows, 7.7 frames and 7.8 glass panels
8. Floor cleaning	8.1 Sweep 8.2 Broom 8.3 Wet mop
9. Used items	9.1 Toiletries 9.2 Towels 9.3 Toilet rolls
10. Sanitary fittings	10.1 Basin 10.2 Bathtub 10.3 Shelves 10.4 Commode 10.5 Pan

11. Living areas	11.1 Drawing 11.2 Dining 11.3 Study room
12. Open areas	12.1 Porch 12.2 Patio 12.3 Veranda 12.4 Terrace 12.5 Roof 12.6 Green/pet area
13. Goods	13.1 Flower Tub/vase 13.2 Easy chair 13.3 Swing 13.4 Cage 13.5 Shoe rack
14. Cleaning items & supplies	14.1 Sweeping equipment 14.2 Mopping equipment 14.3 Dusting equipment 14.4 Sponges and scourers. 14.5 Yellow dusters/microfiber cloths. 14.6 Glass polishing cloths. 14.7 Cleaning brushes. 14.8 Mop and bucket. 14.9 Dustpan and brush. 14.10 Protective gloves. 14.11 Plastic caddy to carry the essentials.
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidences that the candidate: 1.1 followed OSH as per job requirement 1.2 identified appropriate cleaning tools. 1.3 used cleaning tools with appropriate method.
2. Underpinning knowledge	2.1 Definition of tools. 2.2 Types of cleaning tools and equipment. 2.3 Procedure of the use of cleaning hand tools and electric cleaning tools. 2.4 Application of cleaning hand tools and electric cleaning tools. 2.5 Domestic cleaning requirement. 2.6 Purpose cleanliness ad hygiene.





3. Underpinning skills	<p>3.1 Identifying appropriate tools for domestic cleaning.</p> <p>3.2 Using hand tools with appropriate method.</p> <p>3.3 Using electric cleaning tools with appropriate precautions.</p> <p>3.4 Carrying out floor cleaning</p> <p>3.5 Carrying out bathroom floor</p> <p>3.6 Cleaning carpets and room floor.</p> <p>3.7 Dusting household goods</p> <p>3.8 Cleaning and storing cleaning items and supplies.</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 Communication with peers and seniors at workplace.</p>
5. Resources implication	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 List of cleaning tools materials</p> <p>5.3 information and documentation</p> <p>5.4 product specifications</p> <p>5.5 Manual, codes, standards and reference 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.</p>
7. Context for assessment	<p>7.1 Competency assessment must be done in NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>

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<b>Unit Code and Title</b>	<b>OU DW007L1V1: Carry Out Kitchen Care</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to carry out kitchen care. It specifically includes Performing dishwashing, kitchen cleaning and sanitization and cleaning kitchen hood.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Perform Dishwashing	<p>1.1 <b><u>Personal Protective Equipment (PPE)</u></b> is worn following workplace requirements.</p> <p>1.2 <b><u>Dishwashing materials</u></b> are collected and used.</p> <p>1.3 <b><u>Dishes</u></b> are selected and soaked for washing.</p> <p>1.4 Dishes are scraped with scrapper.</p> <p>1.5 Dishes are sanitized with hot water.</p> <p>1.6 Dish / crockeries are placed according to workplace requirement.</p>
2. Perform Kitchen Cleaning and Sanitization	<p>2.1 <b><u>Kitchen Cleaning items</u></b> are selected as per kitchen appliances.</p> <p>2.2 Cooking stove is cleaned as per standard</p> <p>2.3 kitchen shelves and counters are cleaned.</p> <p>2.4 <b><u>kitchen appliances</u></b> are cleaned as per standard.</p> <p>2.5 Kitchen appliances are sanitized with hot water.</p> <p>2.6 Kitchen floor is wiped and sanitized with floor cleaner.</p> <p>2.7 Kitchen cleaning is checked with visual inspection.</p>
3. Clean Kitchen hood	<p>3.1 Dust is removed by using duster</p> <p>3.2 Duster is soaked in detergent mixed warm water</p> <p>3.3 Kitchen hood is cleaned by using the duster</p> <p>3.4 Kitchen hood is wiped by using a dry cloth</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Personal Protective Equipment (PPE)	<p>1.1 Apron</p> <p>1.2 Hand Gloves</p> <p>1.3 Mask</p> <p>1.4 Hair Net</p> <p>1.5 Plastic Sandal</p>
2. Dishwashing Materials	<p>2.1 Liquid dishwasher</p> <p>2.2 Dishwashing Bar</p> <p>2.3 Scrubber</p>

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	2.4 Hot Water
3. Dishes	3.1 Utensils 3.2 Plate 3.3 Glass 3.4 Knife 3.5 Serving Bowl 3.6 Spoon 3.7 Mug 3.8 Saucepan/Fry pan 3.9 Chopping board 3.10 Chopper 3.11 Cutting utensil (Boti)
4. Kitchen Cleaning items	4.1 Liquid cleaner 4.2 Scrubber 4.3 Brush 4.4 Duster 4.5 Groom 4.6 Ceiling Groom 4.7 Shovel 4.8 Medicated items 4.8.1 Clorox 4.8.2 Phenyl 4.8.3 Bleaching Powder 4.8.4 Dettol 4.8.5 Savlon
5. Kitchen Appliances	5.1 Gas Stove 5.2 Rice & Curry Cooker 5.3 Pressure Cooker 5.4 Blender & Juicer 5.5 Grinder 5.6 Electric oven 5.7 Induction cooker
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 performed proper hygiene practices 1.2 identified proper dishwashing materials 1.3 washed kitchen dishes and kitchen appliances as per standard 1.4 washed kitchen hood.



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2. Underpinning knowledge	<p>2.1 Using of different dish washing materials</p> <p>2.2 Sanitization process of dishes</p> <p>2.3 Washing different crockeries and kitchen appliances in sequential way.</p> <p>2.4 Procedures kitchen floor sanitization</p>
3. Underpinning skills	<p>3.1 Identifying different crockeries and appliances.</p> <p>3.2 Cleaning crockeries with proper materials.</p> <p>3.3 Cleaning kitchen appliances as per standard</p> <p>3.4 Sanitizing dishes with hot water</p> <p>3.5 Placing dishes/ crockery in shelves following systematic arrangement.</p> <p>3.6 Cleaning kitchen hood using duster.</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 Communication with peers and seniors at workplace.</p>
5. Resources implication	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 dishwashing materials</p> <p>5.3 different types of utensils</p> <p>5.4 PPE</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.</p>
7. Context for assessment	<p>7.1 Competency assessment must be done in NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>

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<b>Unit Code and Title</b>	<b>OU DW008L1V1: Perform Cooking &amp; Serving</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to Perform Cooking & Serving. It specifically includes -- identifying daily meal requirement, pre-preparation household cooking, carrying out cooking, disposing kitchen waste and serving the cook.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify daily meal requirement	1.1 <b><u>Daily meal requirements</u></b> are identified in consultation with client / employer 1.2 <b><u>Cooking menus</u></b> are identified and confirmed. Special <b><u>dietary need menus</u></b> are identified and selected.
2. Pre-preparation household cooking	2.1 <b><u>Personal Protective Equipment (PPE)</u></b> is used 2.2 <b><u>Grocery items</u></b> and <b><u>Protein items</u></b> are selected and sometimes purchased according to the requirement 2.3 <b><u>Ingredients</u></b> are arranged and prepared for cooking. 2.4 Required <b><u>kitchen tools</u></b> are selected and placed for cooking 2.5 Household cooking preparations are checked with visual inspection.
3. Carry out cooking	3.1 Personal Hygiene is performed and PPE is used before starting the cooking 3.2 Necessary cooking items, ingredients are arranged 3.3 Stove is prepared for cooking Foods are prepared as per instruction following to the selected cooking menu 3.4 Perfection of cooking is tested. 3.5 Cooked items are preserved according to workplace standard maintaining environmental issues.
4. Dispose kitchen Waste	4.1 Scattered wastes are gathered. 4.2 The <b><u>Organic wastes</u></b> and <b><u>Inorganic Wastes</u></b> are separated. 4.3 Wastes are disposed in separate waste bins. 4.4 The wastes from the bins are dumped as per workplace standard maintaining environmental issues. 4.5 Workplace is cleaned.

5. Serve the cook	5.1 Dining area is prepared for food serving 5.2 Dining table is prepared. 5.3 Crockeries are cleaned. 5.4 <b>Accessories &amp; crockeries</b> are placed. 5.5 Prepared dishes are served as per requirement.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Daily meal requirements	1.1 Breakfast 1.2 Lunch 1.3 Snacks 1.4 Dinner
2. Cooking Menus	2.1 Bread/ Ruti/ Parata/ Luchi 2.2 Rice 2.3 Vegetable Curry 2.4 Egg fry 2.5 Chicken/ Fish Curry 2.6 Halua 2.7 Firni 2.8 Fruit Salad 2.9 Juice 2.10 Tea/ Coffee 2.11 Khicuri/ Polow 2.12 Beef/ Mutton Curry 2.13 Dal 2.14 Sandwich 2.15 Noodles
3. Dietary need menus	3.1 Soup 3.2 Oil free curry 3.3 Soft Rice / Liquid food 3.4 Saline 3.5 Steamed vegetable 3.6 Cooked sagu/barli
4. Personal Protective Equipment (PPE)	4.1 Apron 4.2 Hand Gloves 4.3 Mask 4.4 Hair Net 4.5 Plastic Sandal

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5. Grocery items	<ul style="list-style-type: none"> <li>5.1 Rice</li> <li>5.2 Pulse</li> <li>5.3 Oil</li> <li>5.4 Cereal products</li> <li>5.5 Dairy Products</li> <li>5.6 Vegetable</li> <li>5.7 Olive oil</li> <li>5.8 Mastard Oil</li> <li>5.9 Butter/Ghee</li> </ul>
6. Protein items	<ul style="list-style-type: none"> <li>6.1 Fish</li> <li>6.2 Meat</li> <li>6.3 Egg</li> </ul>
7. Ingredients	<ul style="list-style-type: none"> <li>7.1 Granular Ingredients <ul style="list-style-type: none"> <li>7.1.1 Salt</li> <li>7.1.2 Sugar</li> </ul> </li> <li>7.2 Powdered Ingredients <ul style="list-style-type: none"> <li>7.2.1 Turmeric powder</li> <li>7.2.2 Coriander powder</li> <li>7.2.3 Cumin powder</li> <li>7.2.4 White/Black Pepper</li> <li>7.2.5 Garlic Paste</li> <li>7.2.6 Onion Paste</li> <li>7.2.7 Red Chili Paste</li> <li>7.2.8 Ginger Paste</li> </ul> </li> </ul>
8. Kitchen Tools	<ul style="list-style-type: none"> <li>8.1 Balloon &amp; Piri</li> <li>8.2 Mortar &amp; Pestle</li> <li>8.3 Chef's knife</li> <li>8.4 Mixing Bowl</li> <li>8.5 Measuring Cup</li> <li>8.6 Vegetable peeler</li> <li>8.7 Colander</li> <li>8.8 Chopping Board</li> <li>8.9 Spoons, whisk, spatula</li> <li>8.10 Towel &amp; Pot holder</li> <li>8.11 Blender</li> <li>8.12 Grater</li> <li>8.13 Saucepan</li> <li>8.14 Plate</li> <li>8.15 Bowl</li> <li>8.16 Glasses</li> <li>8.17 Grill Pan</li> <li>8.18 Mug</li> </ul>




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9. Organic & Inorganic Wastes	<p>9.1 Organic Wastes</p> <p>9.1.1 Orange rind</p> <p>9.1.2 Vegetable skin</p> <p>9.1.3 Fruit skin</p> <p>9.1.4 Meat waste</p> <p>9.1.5 Fish waste</p> <p>9.1.6 Egg shell</p> <p>9.1.7 Bread crust</p> <p>9.1.8 Food scrap</p> <p>9.1.9 Paper</p> <p>9.2 Inorganic Wastes</p> <p>9.2.1 Aluminum cans</p> <p>9.2.2 Ploy bag</p> <p>9.2.3 Plastic bottle</p> <p>9.2.4 Battery</p> <p>9.2.5 Container</p> <p>9.2.6 Yogurt cups</p>
10. Accessories & crockery	<p>10.1 Matt</p> <p>10.2 Glasses</p> <p>10.3 Plates</p> <p>10.4 Spoon</p> <p>10.5 Tea cup &amp; plate</p> <p>10.6 Napkin</p> <p>10.7 Tissue Box</p> <p>10.8 Serving Bowl/Dish</p> <p>10.9 Jug / Water</p> <p>10.10 Bottle Food Cover</p>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <p>1.1 identified kitchen appliances appropriately.</p> <p>1.2 identified kitchen tools.</p> <p>1.3 used kitchen appliances as per standard.</p> <p>1.4 maintained environmental issues.</p> <p>1.5 cleaned workplace.</p>
2. Underpinning knowledge	<p>2.1 Identify daily meal requirement.</p> <p>2.2 Identity cooking menus and special dietary need menus.</p> <p>2.3 Maintaining personal hygiene.</p> <p>2.4 Maintaining a proper heat while cooking.</p> <p>2.5 Extracting grocery items and ingredients in appropriate proportion.</p>



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	<p>2.6 Distinguishing organic and inorganic wastes.</p> <p>2.7 Maintaining environmental issues.</p>
3. Underpinning skills	<p>3.1 Skilling of basic cooking</p> <p>3.2 Preparing and arranging ingredients</p> <p>3.3 Operating kitchen appliances.</p> <p>3.4 Regulating the heat of gas stove.</p> <p>3.5 Serving of cooked dishes in a presentable way.</p> <p>3.6 Separating organic wastes and inorganic wastes.</p> <p>3.7 Preparing dining area and table.</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 Communication with peers and seniors at workplace.</p>
5. Resources implication	<p>The following resources must be provided:</p> <p>5.1 workplace (actual)</p> <p>5.2 PPE</p> <p>5.3 Kitchen tools</p> <p>5.4 Kitchen appliances</p> <p>5.5 Utensils &amp; Crockeries</p> <p>5.6 Grocery and Protein Items</p> <p>5.7 Spices</p> <p>5.8 manual, standards and reference 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.</p>
7. Context for assessment	<p>7.1 Competency assessment must be done in NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>

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This Competency Standard for **Domestic Work – Level 1** 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 for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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এনএসডিএ এর কার্যনির্বাহী কমিটির  
২২/০২/২১ তারিখে অনুষ্ঠিত ৫৯ নম্বর অনুমোদিত



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