

QUALIFICATION PACK – OCCUPATIONAL STANDARD FOR DOMESTIC WORKERS SECTOR SKILL COUNCIL

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualification Pack - Caregiver – Persons with Disabilities (Non Clinical)

SECTOR: Domestic Workers Sector Skill Council

SUB SECTOR: Caregiving (Non Clinical)

OCCUPATION: Caregiving – Persons with Disabilities (Non Clinical)

REFERENCE ID: DWC/Q0301

ALIGNED TO: NCO-2015/5311.9900, NIC – 2008, ISCO – 08

Brief Job Description: Caregiver – Persons with Disabilities (Non Clinical) provides daily living support to the persons with disabilities. These Caregivers can attend to different categories of persons with disabilities (PwD) such as child (between the age of 2 and 10 years), adolescents (from 10 to 18 years), and adults. Caregivers are required to provide physical, social and emotional support. Their ability to provide basic education shall be an added advantage.

Personal Attributes: The individual must be compassionate and caring with a capacity for extreme patience and tolerance. He or she must be responsive and empathetic enough to understand special life condition (s) of PwD, and provide succor required. Association with PwD/ experience as PwD shall add to compassion and concern for those cared for. The person should be reliable, trustworthy and sensitive.

Qualification Pack For Caregiver – Persons with Disabilities (Non Clinical)

Job Details	Qualifications Pack Code	DWC/Q0301		
	Job Role	Caregiver – Persons with Disabilities (Non Clinical)		
	Credits(NSQF)	TBD	Version number	1.0
	Sector	Domestic Workers Sector Skill Council	Drafted on	23/05/18
	Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
	Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/24
	NSQC Clearance on			

Job Role	Caregiver – Persons with Disabilities (Non Clinical)
Role Description	Caregiver – Persons with Disabilities (Non Clinical) is responsible for taking care of persons with disabilities who require specific assistance. He or she performs activities like helping with basic care such as bathing, feeding, and providing companionship etc.
NSQF level	4
Minimum Educational Qualifications	10 th Standard
Maximum Educational Qualifications	N.A
Prerequisite License or Training	N.A
Minimum Job Entry Age	18 years
Experience	
Applicable National Occupational Standards (NOS)	<p>Compulsory</p> <ol style="list-style-type: none"> 1. DWC/N0301: Provide support with the daily activities and basic needs of the child 2. DWC/N0302: Facilitate mental, social and emotional well-being of the child 3. DWC/N0303: Provide support with the daily activities and basic needs of the adolescent/adult 4. DWC/N0304: Facilitate mental, social and emotional well-being of the adolescent/adult 5. DWC/N0305: Extend support with laws and rights of persons with disabilities 6. DWC/N9901: Prepare basic food as per dietary requirements 7. DWC/N9902: Display standards of hygiene and work etiquette 8. DWC/N9903: Maintain a clean and secure working environment
Performance Criteria	As described in the relevant OS units

Qualification Pack For Caregiver – Persons with Disabilities (Non Clinical)

Glossary

Keywords /Terms	Description
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the NOS, these include communication related skills that are applicable to most job roles.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Sub-functions	Sub-functions are sub-activities essential to fulfill achieving the objectives of the function.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding; he/she needs to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Unit Code	Unit Code is a unique identifier for an Occupational Standard, which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to find the required one.
Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of required performance.

Qualification Pack For Caregiver – Persons with Disabilities (Non Clinical)

Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform up to the required standard.
Gender Sensitivity	Gender sensitivity is the act of being sensitive to the ways people think about gender.
Assistive Devices and Technology	Assistive Devices and Technology involves the products, equipment, and systems that enhance learning, working, and daily living for persons with disabilities.
Dysmenorrhea	Dysmenorrhea is the occurrence of painful cramps during menstruation.
Epilepsy	Epilepsy is a condition in which a person has recurrent seizures. A seizure is defined as an abnormal, disorderly discharging of the brain's nerve cells, resulting in a temporary disturbance of motor, sensory, or mental function.
Intellectual Disability	Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.
Developmental Disability	Developmental Disability is one of several disabilities that interrupt normal development in childhood. They may affect a single area of development (specific developmental disability) or several (pervasive developmental disability).
Physical Disability	A physical disability is the long-term loss or impairment of part of a person's body function, resulting in a limitation of physical functioning, mobility, dexterity or stamina. Due to the functional loss the person will experience the inability to perform normal movements of the body, such as walking and mobility, sitting and standing, use of hands and arms, muscle control, etc.
Behavioral Disorders	A Behavioral Disorder defined by ongoing patterns of hostile and defiant behaviors that children and adolescents direct towards any type of authority figure.
Sensory Impaired	Sensory impairment is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness, is no longer normal.

Acronyms

Keywords /Terms	Description
OS	Occupational Standard(s)
NOS	National Occupational Standard(s)
QP	Qualifications Pack
NSQF	National Skill Qualifications Framework
TBD	To Be Determined
DWSSC	Domestic Workers Sector Skill Council
CPR	Cardiopulmonary Resuscitation
IEDC	Integrated Education for the Disabled Children
ADL	Activities of daily living
OBE	Open Basic Education
PwD	Persons with Disabilities
NHFDC	National Handicapped Finance and Development
HRD	Human Resource Development



NOS

National Occupational Standards



DWC/N0301 Provide support with the daily activities and basic needs of the child

National Occupational Standard

Overview

This OS unit details the knowledge and skills required by Caregiver to attend to basic needs of the child with disabilities.

DWC/N0301 Provide support with the daily activities and basic needs of the child

National Occupational Standard

Unit Code	DWC/N0301
Unit Title (Task)	Provide support with the daily activities and basic needs of the child
Description	This OS unit details the knowledge and skills required by Caregiver to attend to basic needs of the child with disabilities.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Provide routine care as per the disabilities • Provide attention to wellbeing
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Provide routine care as per the disabilities	To be competent, the user/individual on the job must be able to: <p>PC1. identify different types of disabilities/ life conditions in the child with physical disabilities</p> <p>PC2. assist the child with physical disabilities in carrying out their daily activities</p> <p>PC3. follow the daily schedule as based on the requirements of the child as discussed with parents</p> <p>PC4. feed the child as per schedule by following the dietary requirements</p> <p>PC5. help the child with his or her bath</p> <p>PC6. assist the child with putting on clothes and grooming (for e.g. brushing, combing, nails cutting, ear cleansing, etc.)</p> <p>PC7. assist the child with mobility such as transferring from bed to wheel chair or going to the washroom</p> <p>PC8. clean the child after eating or a visit to the washroom</p> <p>PC9. maintain a safe and comfortable environment around the child</p> <p>PC10. put the child to sleep as per schedule ensuring his or her comfort</p>
Provide attention to wellbeing	To be competent, the user/individual on the job must be able to: <p>PC11. communicate any unusual behaviour in the child to the parents/ guardians</p> <p>PC12. manage the child with disability, calmly and effectively whilst they are in one's care</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <p>KA1. standards and guidelines relevant to work</p> <p>KA2. roles and responsibilities within the limits and boundaries</p> <p>KA3. whom to report to at workplace</p> <p>KA4. one's duty to report any acts or omissions that could infringe the rights of children</p>
B. Technical Knowledge	The user/individual on the job needs to know and understand: <p>KB 1. the importance of knowing and respecting all children as individuals and respecting their dignity</p> <p>KB 2. the extent of responsibility and influence that one's role as a caregiver entails and how it can impact impressionable minds of children and their relationships</p> <p>KB 3. how to work in partnership with children and key people such as family members and siblings</p> <p>KB 4. how to manage ethical conflicts and dilemmas at work</p> <p>KB 5. principles of confidentiality and when to pass on otherwise confidential information</p>

DWC/N0301 Provide support with the daily activities and basic needs of the child

	<p>KB 6. the different types of disabilities</p> <p>KB 7. importance of being compassionate, sensitive and patient</p> <p>KB 8. executing scheduled personal care plans (bathe, feed and clean the persons with disabilities)</p> <p>KB 9. how to use assistive devices and technology and adaptive equipment for child with disabilities</p> <p>KB 10. how to maintain assistive aids in a good condition, e.g. hearing aid, wheelchair, etc.</p> <p>KB 11. children’s cultural and language context</p> <p>KB 12. ways to build trust with key people and children in the family</p> <p>KB 13. basic first aid techniques including CPR (Cardio Pulmonary Resuscitation)</p> <p>KB 14. communication skills required to communicate with person cared for</p>
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to:
	SA1. write simple sentences
	SA2. record the non-verbal cues of the child during communication
	Reading Skills
	The user/ individual on the job needs to know and understand how to:
SA3. read basic children’s books to the child in a coherent manner	
Oral Communication (Listening and Speaking Skills)	
The user/ individual on the job needs to know and understand how to:	
SA4. communicate effectively to establish a positive relationship with the child and parents	
SA5. help the child to communicate his or her needs without inhibitions	
SA6. observe and understand non-verbal cues while communicating with the child	
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to:
	SB1. report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
	SB2. manage the tantrums or different behaviour of the child depending upon the context
	Plan and Organize
	The user/ individual on the job needs to know and understand how to:
	SB3. be flexible with child’s routines if required
	SB4. organize all resources needed over the course of a day for the child
	Customer Centricity
The user/ individual on the job needs to know and understand how to:	
SB5. be proactive and respond promptly	
SB6. be affectionate and patient	
SB7. adapt and be flexible in working with different age groups of children	
SB8. act as a resource and support to parents	
SB9. never leave the child unattended	
Problem Solving	

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	The user/ individual on the job needs to know and understand how to: SB10. remain calm under pressure SB11. soothe child throwing tantrums or crying SB12. take immediate action on emergencies and inform appropriate persons promptly
	Analytical Thinking
	NA
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB13. apply, analyze and evaluate the information gathered from observation, experience, reasoning or communication.

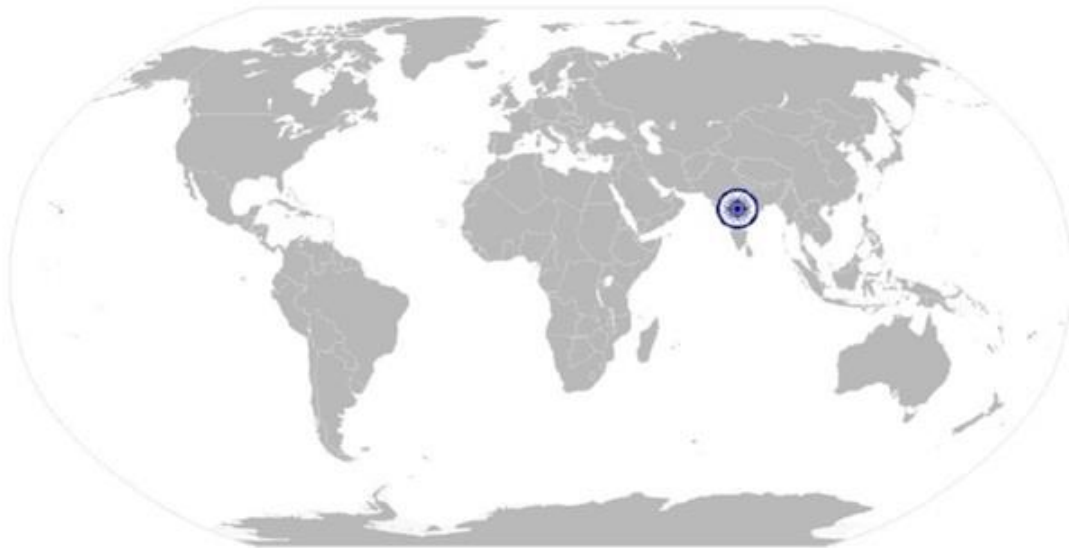
NOS Version Control

NOS Code	DWC/N0301		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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DWC/N0302 Facilitate mental, social and emotional well-being of the child

National Occupational Standard



Overview

This OS unit details the knowledge and skills required to facilitate mental and emotional well-being of the child with disabilities.

DWC/N0302 Facilitate mental, social and emotional well-being of the child

National Occupational Standard

Unit Code	DWC/N0302
Unit Title (Task)	Facilitate mental, social and emotional well-being of the child
Description	This OS details the knowledge and skills required to facilitate mental and emotional well-being of the child with disabilities.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Engage child in various activities as per requirement
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Engage child in various activities as per requirement	To be competent, the user/individual on the job must be able to: <p>PC1. seek information about the child's developmental needs from parents and the child, when applicable</p> <p>PC2. follow the scheduled care plans given by the parents</p> <p>PC3. encourage the child to be active in his/ her wellbeing, learning and development</p> <p>PC4. identify barriers to participation and choose alternative activities when appropriate</p> <p>PC5. promote active participation of the child as per his/ her preferences</p> <p>PC6. refer to parents, promptly, about any concerns about the child, according to the procedures of the setting</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <p>KA1. standards and guidelines relevant to the work</p> <p>KA2. roles and responsibilities within the limits and boundaries</p> <p>KA3. whom to report to at workplace</p> <p>KA4. one's duty to report any acts or omissions that could infringe the rights of children</p> <p>KA5. roles, responsibilities and accountabilities of others</p>
B. Technical Knowledge	The user/individual on the job needs to know and understand: <p>KB1. the importance of knowing and respecting all children as individuals and respecting their dignity</p> <p>KB2. the extent of responsibility and influence that one's role as a caregiver entails and how it can impact impressionable minds of children and their relationships</p> <p>KB3. how to demonstrate a non-judgmental attitude that values diversity, the ethnicity and culture of the families</p> <p>KB4. how to manage ethical conflicts and dilemmas at work</p> <p>KB5. how to sensitively support and care for the child, making sure that it is suitable for the child's needs and abilities</p> <p>KB6. principles of confidentiality and when to pass on otherwise confidential information</p> <p>KB7. the different milestones and the signs to recognize these milestones</p> <p>KB8. how to touch, hold and manage kids in the right manner</p> <p>KB9. the good touch and bad touch and how to respond appropriately</p> <p>KB10. different cultural and regional nuances w.r.t baby/ child caregiving</p> <p>KB11. how to work in ways that build trust with key people and children in the family</p>

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	KB12. techniques of training the child to deal with strangers KB13 how to use assistive devices and technology and adaptive equipment for child with disabilities
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. write simple sentences SA2. record the non-verbal cues of the child during communication
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA3. read basic children’s books to the child in a coherent manner
	Oral Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to: SA4. communicate effectively to establish a positive relationship with the child and parents SA5. listen and encourage the child to communicate his or her needs without inhibitions SA6. observe and understand non-verbal cues while communicating with the child SA7. use language in ways that are easily understood by the child
	B. Professional Skills
Decision Making	
The user/ individual on the job needs to know and understand how to: SB1. report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties. SB2. manage the tantrums or different behaviour of the child depending upon the context SB3. Choose relevant assistive devices/ special aids for a given situation or activity	
Plan and Organize	
The user/ individual on the job needs to know and understand how to: SB4. be flexible with child’s routines if required SB5. organize all resources needed over the course of a day for the child	
Customer Centricity	
The user/ individual on the job needs to know and understand how to: SB 6. be proactive and respond promptly SB 7. be affectionate and patient with the child SB 8. adapt and be flexible in working with different age groups of children SB 9. touch, lift, hold and manage child in the right manner SB 10. act as a resource and support to parents SB 11. never leave the child unattended SB 12. respond to families in ways which show that you value and respect for their emotions and knowledge SB 13. work with sensitivity and develop an open and trusting relationship with the families	
Problem Solving	
The user/ individual on the job needs to know and understand how to:	

DWC/N0302 Facilitate mental, social and emotional well-being of the child

	SB14. remain calm under pressure SB15. soothe the child throwing tantrums or crying SB16. take immediate action on emergencies and inform appropriate people promptly
	Analytical Thinking
	NA
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB17. apply, analyze and evaluate the information gathered from observation, experience, reasoning or communication.



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NOS Version Control

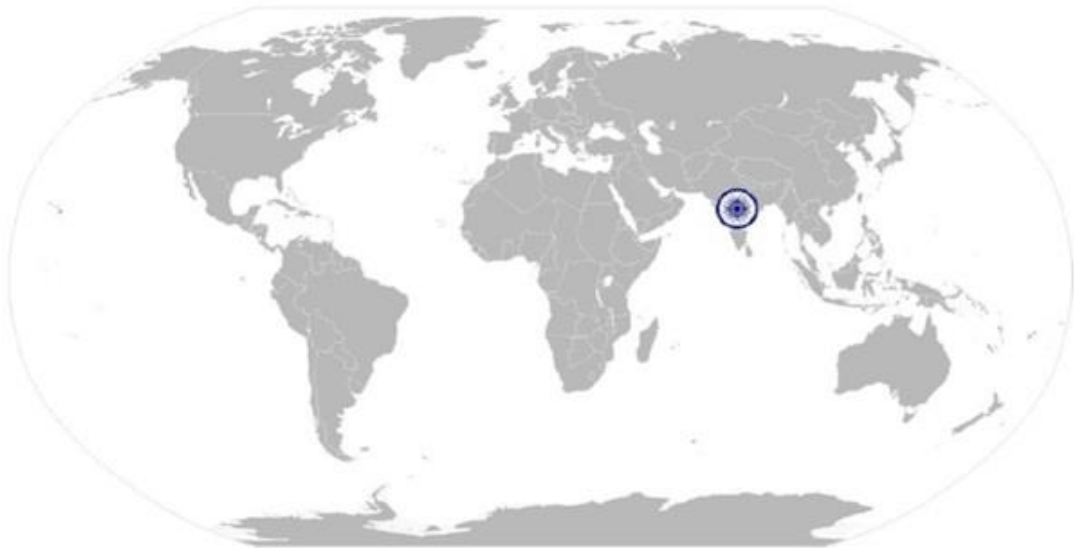
NOS Code	DWC/N0302		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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DWC/N0303 Provide support with the daily activities and basic needs of an adolescent/adult

National Occupational Standard



Overview

This OS unit details the knowledge and skills required to attend the basic needs of an adolescent or an adult with disabilities.

DWC/N0303 Provide support with the daily activities and basic needs of an adolescent/adult

National Occupational Standard

Unit Code	DWC/N0303
Unit Title (Task)	Provide support with the daily activities and basic needs of an adolescent/adult
Description	This OS unit details the knowledge and skills required to attend the basic needs of an adolescent/adult with disabilities.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Provide routine care as per the disabilities • Provide attention to wellbeing
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Provide routine care as per the disabilities	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC1. Identify different disabilities in person cared for PC2. assist the child with physical disabilities in carrying out their daily activities PC3. feed the person as per schedule by following the dietary requirements PC4. help the person with his or her bath if required PC5. help with dressing up and grooming (for e.g. brushing, combing, nails cutting, ear cleansing, etc.), if required. PC6. assist the person with mobility such as transferring from bed to wheel-chair or going to the washroom if required PC7. clean the person after eating or a visit to the washroom, if required PC8. maintain a safe and comfortable environment around the person PC9. follow the schedule to ensure that the person gets proper sleep ensuring his or her comfort
Provide attention to wellbeing	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC10. Communicate any unusual behaviour in the PwD to the parents/ guardians. PC11. manage the person with disability calmly and effectively whilst they are in one's care PC12. take care of the adolescent through pubertal transition and help navigate the risks and rights of reproduction. PC13. assist the adolescent/adult to be assertive in protecting the privacy of their own bodies and in informing violations to trusted adults to prevent exploitation
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KA1. standards and guidelines relevant to the work KA2. roles and responsibilities within the limits and boundaries KA3. whom to report to at workplace KA4. one's duty to report any acts or omissions that could infringe the rights of a person
B. Technical Knowledge	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KB1. the importance of knowing and respecting all people as individuals and respecting their dignity KB2. the extent of responsibility and influence that one's role as a caregiver entails and how it can impact impressionable minds of a person with disability and their relationships KB3. how to work in partnership with person with disability and key people such as family members and siblings KB4. how to manage ethical conflicts and dilemmas at work

DWC/N0303 Provide support with the daily activities and basic needs of an adolescent/adult

	<p>KB5. principles of confidentiality and when to pass on otherwise confidential information</p> <p>KB6. the different types of disabilities/)</p> <p>KB7. importance of being compassionate, sensitive and patient</p> <p>KB8. executing scheduled personal care plans (bathe, feed and clean the persons with disabilities)</p> <p>KB9. about the menstrual hygiene, cyclic mood changes or dysmenorrhea</p> <p>KB10. basic first aid techniques including CPR</p> <p>KB11. importance of encouraging the development of self-esteem in persons with disabilities</p> <p>KB12. distinguish between behaviors that are publicly and privately appropriate (e.g. urinate, clear bowls, sexual act)</p> <p>KB13. how to use assistive devices and technology and adaptive equipment for persons with disabilities</p> <p>KB14. how to maintain assistive aids in good condition, e.g. hearing aid, wheelchair, etc.</p> <p>KB15. communication skills required to communicate with person cared for</p>
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to:
	SA1. write simple sentences
	SA2. record the non-verbal cues of the person during communication
	Reading Skills
	The user/ individual on the job needs to know and understand how to:
	SA3. read basic children’s books to the child in a coherent manner.
B. Professional Skills	Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to:
	SA4. communicate effectively to establish a positive relationship with the person and parents/close relatives
	SA5. help the person to communicate his or her needs without inhibitions
	SA6. observe and understand non-verbal cues while communicating with the person
	SA7. interact politely and in a calm manner with the person
	Decision Making
The user/ individual on the job needs to know and understand how to:	
SB1. report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties	
SB2. manage the tantrums or different behaviour of the person depending upon the context	
Plan and Organize	
The user/ individual on the job needs to know and understand how to:	
SB3. be flexible with person’s routines if required	
SB4. organize all resources needed over the course of a day for the person	
Customer Centricity	
The user/ individual on the job needs to know and understand how to:	
SB5. be proactive and respond promptly	

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	SB6. be polite and patient SB7. adapt and be flexible in working with different age groups of people SB8. hold, lift and move the person around with care SB9. act as a resource and support to parents/close relatives
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB11. remain calm under pressure SB12. soothe person throwing tantrums or crying SB13. take immediate action on emergencies and inform appropriate persons promptly
	Analytical Thinking
	NA
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB14. apply, analyze and evaluate the information gathered from observation, experience, reasoning or communication.



DWC/N0303 Provide support with the daily activities and basic needs of an adolescent/adult
NOS Version Control

NOS Code	DWC/N0303		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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National Occupational Standard



Overview

This OS unit details the knowledge and skills required by Caregiver – Persons with Disabilities (Non Clinical) to promote learning and development of an adolescent/ adult with disabilities and to facilitate mental and emotional well-being of the adolescent/adult.

DWC/N0304 Facilitate mental, social and emotional well-being of the adolescent/adult

National Occupational Standard

Unit Code	DWC/N0304
Unit Title (Task)	Facilitate mental, social and emotional well-being of the adolescent/adult
Description	This OS details the knowledge and skills required by Caregiver – Persons with Disabilities (Non Clinical) to promote learning and development of an adolescent/ adult with disabilities and to facilitate mental and emotional well-being of the adolescent/adult.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Engage person with disability in various activities
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Engage person with disability in various activities	To be competent, the user/individual on the job must be able to: <p>PC1. seek information about the person's developmental needs from parents and the person, when applicable</p> <p>PC2. follow the scheduled care plans given by parents/ guardians</p> <p>PC3. encourage the person to be active in his/ her wellbeing, and learning and development</p> <p>PC4. identify barriers to participation and choose alternative activities when appropriate</p> <p>PC5. help in active participation of the PwD as per his/ her preferences.</p> <p>PC6. refer to parents/ guardians, promptly, about any concerns about the child, according to the procedures of the setting</p> <p>PC7. encourage key people such as parents or close relatives to participate in activities with the person, as required</p> <p>PC8. seek help from others when you require information or support</p> <p>PC9. assist parents/close relatives in understanding the socialization needs of the person with disability</p> <p>PC10. assist family in recognizing when the persons with disabilities are at an risk of sexual abuse with a view to watch for early indicators of abuse</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <p>KA1. standards and guidelines relevant to the work</p> <p>KA2. roles and responsibilities within the limits and boundaries</p> <p>KA3. whom to report to at workplace</p> <p>KA4. one's duty to report any acts or omissions that could infringe the rights of people</p> <p>KA5. roles, responsibilities and accountabilities of others</p>
B. Technical Knowledge	The user/individual on the job needs to know and understand: <p>KB1. the importance of knowing and respecting all people as individuals and respecting their dignity</p> <p>KB2. the extent of responsibility and influence that one's role as a caregiver entails and how it can impact impressionable minds of persons with disabilities and their relationships</p> <p>KB3. how to demonstrate a non-judgmental attitude that values diversity, the ethnicity and culture of the families</p> <p>KB4. how to manage ethical conflicts and dilemmas at work</p> <p>KB5. how to sensitively support and care for the person, making sure that it is</p>

DWC/N0304 Facilitate mental, social and emotional well-being of the adolescent/adult

	<p>suitable for the person’s needs and abilities</p> <p>KB6. principles of confidentiality and when to pass on otherwise confidential information</p> <p>KB7. the good touch and bad touch and how to respond appropriately</p> <p>KB8. appropriate community programs or government initiatives for adolescents/adults with disabilities and share information with parents</p> <p>KB9. different cultural and regional nuances w.r.t caregiving</p> <p>KB10. how to work in ways that build trust with key people and other persons in the family</p> <p>KB11. the different types of disabilities and how to actively engage with them</p> <p>KB12. importance of social activities & participating in that for promoting typical teen activities</p> <p>KB13. importance of facilitating the gradual transition of adolescents with disabilities into adulthood by addressing sexual development and encouraging open discussion with person and their families</p> <p>KB14. how to use assistive devices and technology and adaptive equipment for person with disabilities</p>
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to:
	SA1. write simple sentences in an understandable manner
	SA2. record the non-verbal cues of the person during communication
	Reading Skills
	The user/ individual on the job needs to know and understand how to:
SA3. read books to the person as per their choice/interest in a coherent manner	
	Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to:
	SA4. communicate effectively to establish a positive relationship with the person and parents/close relative
	SA5. listen and encourage the person to communicate his or her needs without inhibitions
	SA6. observe and understand non-verbal cues while communicating with the person
	SA7. use language in ways that is easily understood by the person and be able to tell simple stories
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to:
	SB1. report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
	SB2. manage the tantrums or different behaviour of the person depending upon the context
	SB3. choose relevant assistive devices/ special aids for a given situation or activity
	Plan and Organize
	The user/ individual on the job needs to know and understand how to:

DWC/N0304 Facilitate mental, social and emotional well-being of the adolescent/adult

	SB4. be flexible with person’s routines if required
	SB5. organize all resources needed over the course of a day for the person
	Customer Centricity
	The user/ individual on the job needs to know and understand how to:
	SB6. be proactive and respond promptly
	SB7. be patient and be able to relate warmly with the person with disabilities
	SB8. adapt and be flexible in working with different age groups of people
	SB9. hold, lift and move the person around with care
	SB10. act as a resource and support to parents/ close relatives
	SB11. respond to families in ways which show that you value and respect their emotions and knowledge
SB12. work with sensitivity and develop an open and trusting relationship with the families	
Problem Solving	
The user/ individual on the job needs to know and understand how to:	
SB13. remain calm under pressure	
SB14. soothe the person throwing tantrums or crying	
SB15. take immediate action on emergencies and inform appropriate people promptly	
Analytical Thinking	
NA	
Critical Thinking	
The user/ individual on the job needs to know and understand how to:	
SB16. apply, analyze and evaluate the information gathered from observation, experience, reasoning or communication.	

DWC/N0304 Facilitate mental, social and emotional well-being of the adolescent/adult
NOS Version Control

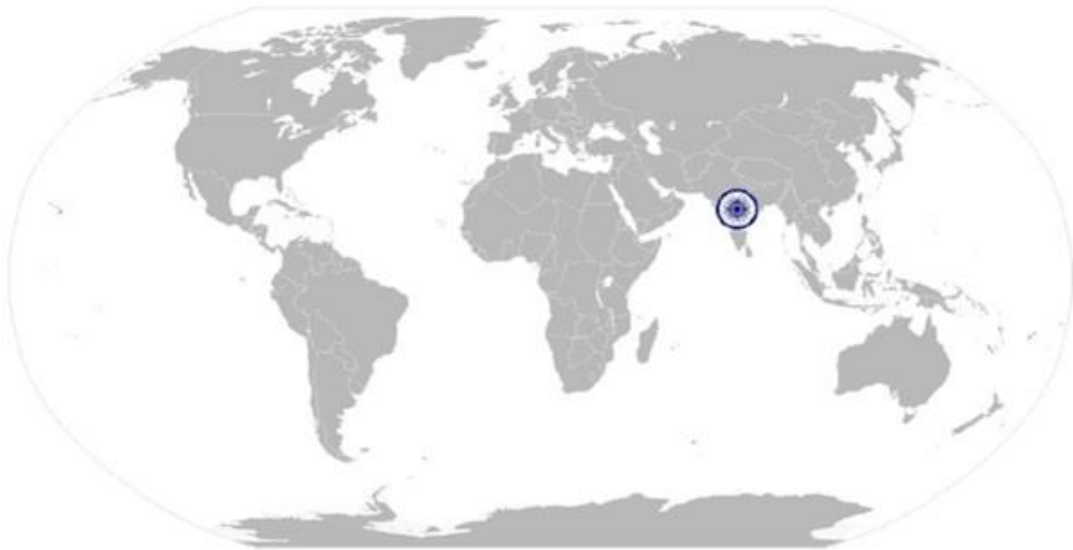
NOS Code	DWC/N0304		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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DWC/N0305 Extend support with laws and rights of persons with disabilities

National Occupational Standard



Overview

This OS unit is about gaining knowledge about the laws, rights and privileges for persons with disabilities and extending assistance with it, when required.

DWC/N0305 Extend support with laws and rights of persons with disabilities

National Occupational Standard

Unit Code	DWC/N0305
Unit Title (Task)	Extend support with laws and rights of people with disabilities
Description	This OS unit is about gaining knowledge about the laws, rights and privileges for persons with disabilities and extending assistance with it, when required.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Provide guidance on relevant legal aspects
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Provide guidance on relevant legal aspects	To be competent, the user/individual on the job must be able to: <p>PC1. gather facts, information, and documents about the person’s disability and understand what provisions/ privileges are available to the person with disability</p> <p>PC2. support the family on existing laws, provisions or privileges available to the persons with disabilities, such as govt. schemes for treatment, education and jobs</p> <p>PC3. make the family aware about the rights of the persons with disabilities</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <p>KA1. standards and guidelines relevant to persons with disabilities</p> <p>KA2. one’s duty to report any acts or omissions that could infringe the rights of persons with disabilities</p> <p>KA3. about OBEs and special schools for the persons with disabilities, and provisions thereof.</p> <p>KA4. the process for obtaining I Card and disability certificate for those with more than 40% disability.</p> <p>KA5. facilities and reservation under central govt. and state schemes as means of sustenance as well as educational institutes</p> <p>KA6. guarantees under the RCI (Rehabilitation Council of India) Act 1992</p> <p>KA7. financial assistance under NHFDC (National Handicapped Finance and Development</p>
B. Technical Knowledge	The user/individual on the job needs to know and understand: <p>KB1. operative sections of Constitution pertaining to persons with disabilities</p> <p>KB2. Mental Health Act – 1947 (relevant provisions)</p> <p>KB3. PWD (Persons with Disabilities) Act 1995, relevant provisions thereof</p> <p>KB4. Disabilities Act 2016, Disabilities Rules 2017, Disabilities Rights Initiative (DRI)</p> <p>KB5. provisions of Integrated Education for the Disabled Children (IEDC) scheme under the HRD Ministry</p> <p>KB6. about the provision of free admissions in to the Special Schools run under the ministry of Social Justice and Empowerment, and other such educational schemes for persons with disabilities</p> <p>KB7. basic human rights, right to education, financial provisions, medical provisions and tax schemes including provisions under Income Tax Act</p> <p>KB8. National Trust Act 1999 and its provisions</p> <p>KB9. Assistance to Disabled Persons for Purchase/ Fitting of Aids & Appliances (ADIP), under Ministry of Social Justice and Empowerment</p>

DWC/N0305 Extend support with laws and rights of persons with disabilities

	KA10. concept of legal guardian ship of the persons with disabilities
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. write simple sentences
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA2. read papers/ policies relevant to the job
B. Professional Skills	Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to: SA3. interact and convey information/ requests/ instructions in precise and effective manner
	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. exercise discretion when required SB2. how to take information from the relevant sources and verify its accuracy and reliability SB3. importance of taking sound decisions based upon a valid analysis of the best available information
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB4. organize and implement assigned task in order to perform it effectively and efficiently as per instructions
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB5. work and communicate in a manner such that positive relationships are established with the person and family
	Problem Solving
	The user/ individual on the job needs to know and understand: SB6. the appropriate departments or agencies to get in touch with, in case of an issue/ problem
Analytical Thinking	
NA	
Critical Thinking	
The user/ individual on the job needs to know and understand how to: NA	

DWC/N0305 Extend support with laws and rights of persons with disabilities
NOS Version Control

NOS Code	DWC/N0305		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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DWC/N9901

Prepare basic food as per dietary requirements

National Occupational Standard



Overview

This OS unit details the knowledge and skills required to cook basic dishes as per the dietary requirements.

DWC/N9901

Prepare basic food as per dietary requirements

Unit Code	DWC/N9901
Unit Title (Task)	Prepare basic food as per dietary requirements
Description	This OS unit details the knowledge and skills required to cook basic dishes as per the dietary requirements.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Make food as per the dietary requirements
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Make food as per dietary requirements	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify any specific requirement and feeding routine with people concerned</p> <p>PC2. implement feeding plan on the basis the periodic instructions from parents/ guardians</p> <p>PC3. check the availability of all ingredients as per the regular dietary requirements and procure it if not available</p> <p>PC4. check that the ingredients meet both quality and quantity requirements of the food items to be prepared</p> <p>PC5. clean the items thoroughly and cut them into required proportions using appropriate tools</p> <p>PC6. select and organize ingredients required for the dish from the kitchen/pantry</p> <p>PC7. cook the customized recipes by using appropriate cooking methods as required for the recipes</p> <p>PC8. inspect the dish to ensure flavor, color, taste and quality consistency</p> <p>PC9. finish and present the dish to meet requirements</p> <p>PC10. make different types of beverages (such as tea, coffee, fruit juice etc.)</p> <p>PC11. store any cooked or remaining uncooked vegetables not for immediate use adequately</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. standards and guidelines relevant to one's work</p> <p>KA2. roles and responsibilities within the limits and boundaries</p> <p>KA3. whom to report to at workplace</p> <p>KA4. list of foods that are prohibited in the household</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. what items are needed every day as per the diet plan</p> <p>KB2. how to manage stocks and availability of items</p> <p>KB3. ingredients that are used in different dishes</p> <p>KB4. how to check the freshness and quality of vegetables, fruits, dough, milk etc.</p> <p>KB5. what specific quality points to look for in different items</p> <p>KB6. what he/she should do if there are problems with the vegetables or other ingredients</p> <p>KB7. the use of correct tools and equipment needed to carry out the relevant cooking methods</p>

DWC/N9901

Prepare basic food as per dietary requirements

	<p>KB8. the correct temperatures for cooking the relevant dishes</p> <p>KB9. how to maintain the nutritional value of items during and after cooking</p> <p>KB10. how to use different kitchen appliances</p> <p>KB11. the correct temperature for preserving the left over dishes after cooking and serving them</p> <p>KB12. how to avoid wastage of vegetables, ingredients, cooking oil, gas etc. while cooking</p>
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. write basic words or names of items required in the kitchen
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA2. read simple instructions of cooking
	Oral Communication (Listening and Speaking Skills)
The user/ individual on the job needs to know and understand how to: SA3. communicate clearly and in a respectful manner with all	
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. decide on resource requirement in terms of ingredients, tools etc. for day's work
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB2. , prioritize, organize and implement various activities to make best use of time and resources SB3. manage time and be punctual
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB4. listen carefully and interpret requirements SB5. be polite and courteous under all circumstances SB6. maintain work integrity SB7. handle emotions and avoid unpleasant work situations
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB8. raise concerns if any, to the appropriate person
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB9. estimate the time taken for any food preparation
Critical Thinking	
The user/ individual on the job needs to know and understand how to: SB10. learn and constantly improve upon one's work practices	

DWC/N9901 Prepare basic food as per dietary requirements

NOS Version Control

NOS Code	DWC/N9901		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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DWC/N9902

Display standards of hygiene and work etiquette

National Occupational Standard



Overview

This OS unit is about the knowledge and skills required to behave appropriately in a work environment – including etiquette, grooming and maintaining hygiene

DWC/N9902

Display standards of hygiene and work etiquette

National Occupational Standard

Unit Code	DWC/N9902
Unit Title (Task)	Display standards of hygiene and work etiquette
Description	This OS unit is about the knowledge and skills required to behave appropriately in a work environment – including etiquette, grooming and maintaining hygiene
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Maintain standards of behavioural, personal and telephone etiquette • Follow practices of hygiene • Handle work in a professional manner
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Maintain standards of behavioral, personal and telephone etiquette	To be competent, the user/individual on the job must be able to: PC1. interact in a courteous and disciplined manner with all PC2. dress appropriately and maintain a well-groomed personality PC3. ensure not to argue with the employer/guest PC4. listen attentively and answer back politely
Follow practices of hygiene	To be competent, the user/individual on the job must be able to PC5. maintain personal hygiene PC6. follow hygiene practices at workplace, such as covering one’s mouth while coughing or sneezing, washing hands regularly etc. PC7. do not eat or chew while talking PC8. inform any personal health issues related to injury, food, air and infectious diseases etc to the appropriate person
Handle work in a professional manner	To be competent, the user/individual on the job must be able to: PC9. establish and agree your work requirements with the person concerned PC10. communicate any kind of issue to the appropriate person
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. code of conduct KA2. modes of communication KA3. need of Personal Protective Equipment (PPE) such as gloves and mask KA4. one’s specific work requirements and with whom these must be agreed
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. elements of effective communication KB2. common communication issues and techniques to handle it KB3. common expressions used to express needs and queries KB4. effective writing techniques to draft basic messages KB5. importance of time management KB6. how to prioritize workload according to urgency, importance and outcomes KB7. the importance of completing work accurately and how to do this KB8. appropriate timescales for completing the work and the implications of not meeting these for the person concerned KB9. resources needed for the work and how to obtain and use these KB10. importance of confidentiality in work

DWC/N9902

Display standards of hygiene and work etiquette

	<p>KB11. concept of workplace integrity</p> <p>KB12. cultural acclimatization</p> <p>KB13. gender and age sensitivity and their specific requirements</p> <p>KB14. one’s own rights and duties with respect to workplace in terms of safety</p> <p>KB15. expected behaviour of employer and the dos and don’ts of it</p> <p>KB16. migration related rules, requirements and issues</p> <p>KB17. how to do basic banking such as making remittances, filling in pay in slip etc.</p> <p>KB18. business contact list and relevant helpline numbers</p>
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. write in simple sentences
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA2. read the local language or English and understand the meaning of sentences/ phrases
	Oral Communication (Listening and Speaking Skills)
The user/ individual on the job needs to know and understand how to: SA3. express ideas clearly and respond appropriately to queries	
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. exercise discretion when required in communication SB2. choose the mode of communication that is the most effective for a particular context
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB3. organize one’s workload to achieve deadlines
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB4. be patient and courteous with all SB5. manage distractions and maintain workplace discipline
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB6. avoid conflicts and behave amicably
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB7. concentrate on task at hand and pay attention to detail
	Critical Thinking
The user/ individual on the job needs to know and understand how to: SB8. improve and modify own communication and work practices	

DWC/N9902 Display standards of hygiene and work etiquette
NOS Version Control

NOS Code	DWC/N9902		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	14/02/20
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29/02/ 2024

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DWC/N9903

Maintain a clean and secure working environment

National Occupational Standard



Overview

This unit is about the knowledge and skills required to monitor work environment to make sure it meets standards of cleanliness, safety and security.

DWC/N9903

Maintain a clean and secure working environment

National Occupational Standard

Unit Code	DWC/N9903
Unit Title (Task)	Maintain a clean and secure working environment
Description	This unit is about the knowledge and skills required to monitor work environment to make sure it meets standards of cleanliness, safety and security.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Follow measures of safety and security at workplace Manage waste and ensure cleanliness Adopt practices to promote wellbeing
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Follow measures of safety and security at workplace	To be competent, the user/individual on the job must be able to: PC1. perform basic first aid techniques in case required PC2. inform any identified breaches in health, safety, and security to the designated person PC3. identify any hazards and deal with them in safe and competent manner within the limits of one's authority
Manage waste and ensure cleanliness	To be competent, the user/individual on the job must be able to PC4. identify and wear appropriate cleaning gear for waste disposal as required PC5. clean waste from the work area thoroughly and according to instructions PC6. collect and segregate waste according to type PC7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins PC8. change disposable garbage bags when full and clean the waste bins regularly PC9. inspect the work site and ensure they are clear of waste
Adopt practices to promote wellbeing	To be competent, the user/individual on the job must be able to PC10. clean the place of dust or any particulate matters PC11. arrange for adequate ventilation PC12. make use of techniques to manage pollution such as noise, air etc.
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. code of conduct KA2. any specific requirements with respect to the specific workplace in terms of cleanliness, safety etc.
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. different types of breaches in health, safety and security and how and when to report these KB2. use of safety equipment, fire prevention/suppression KB3. CPR and how to carry out the same as part of basic first aid KB4. evacuation procedures KB5. importance of working in clean, safe and secure environment

DWC/N9903

Maintain a clean and secure working environment

	<p>KB6. how to summon medical assistance and the emergency services, where necessary</p> <p>KB7. how to use the health, safety and accident reporting procedures and the importance of these</p> <p>KB8. government agencies in the areas of safety, health and security and their norms and services</p> <p>KB9. different categories of waste and how they should be dealt with</p> <p>KB10. importance of handling waste safely</p> <p>KB11. appropriate methods of reducing the volume of different types of waste</p> <p>KB12. why different waste containers are used for different types of waste</p> <p>KB13. the reasons for keeping waste areas clean, tidy and sanitized at all times</p> <p>KB14. how regularly should waste containers be cleaned</p> <p>KB15. what should be done in the event of problem relating to waste disposal</p> <p>KB16. what personal protective equipment is required for the waste involved</p> <p>KB17. health, safety and security practices that help to prevent and control infection</p> <p>KB18. how to deal with spillages correctly</p> <p>KB19. kinds of pollution and how to handle it</p> <p>KB20. how to minimize dust etc.</p>
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. write simple sentences
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA2. read and interpret instructions
B. Professional Skills	Oral Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to: SA3. communicate clearly and respond appropriately to queries SA4. ask questions in case of ambiguity
	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. choose the mode of communication that is most effective for a particular context
	Plan and Organize
	NA
	Customer Centricity
	NA
Problem Solving	
The user/ individual on the job needs to know and understand how to: SB2. get in touch with the appropriate person, in case of an issue/ problem	
Analytical Thinking	
The user/individual on the job needs to know and understand how to: SB3. concentrate on task at hand and pay attention to detail	
Critical Thinking	
The user/ individual on the job needs to know and understand how to:	

DWC/N9903 Maintain a clean and secure working environment

	SB4. look for solutions quickly and choose the optimal route if required
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NOS Version Control

NOS Code	DWC/N9903		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Workers Sector Skill Council	Drafted on	11/06/18
Industry Sub-sector	Caregiving (Non Clinical)	Last reviewed on	26/09/18
Occupation	Caregiving – Persons with Disabilities (Non Clinical)	Next review date	29 Feb 2024

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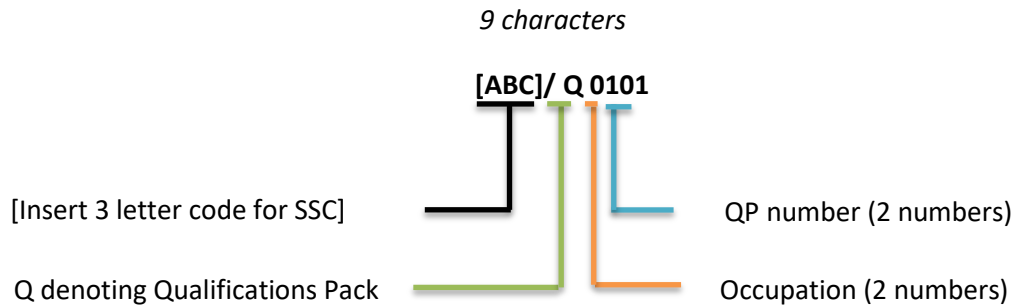


Qualification Pack for Caregiver – Persons with Disabilities (Non Clinical)

Annexure

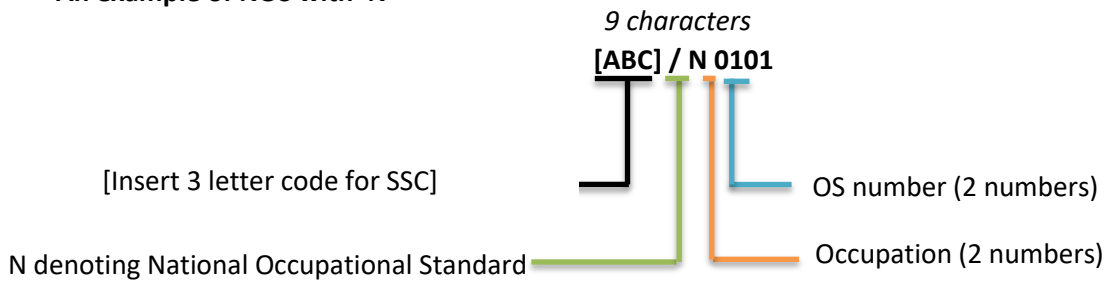
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



Qualifications Pack For Caregiver – Persons with Disabilities (Non Clinical)

The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Household Services/ Housekeeping and Services	01, 16 – 25
Caregiving	02 – 15
Future Sub – Sector	26 – 90
Generic NOS	91 – 99

Sequence	Description	Example
Three letters	Industry name	DWC
Slash	/	/
Next letter	Whether QP or NOS	Q/N
Next two numbers	Occupation code	03
Next two numbers	OS number	01

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Qualifications Pack For Caregiver – Persons with Disabilities (Non Clinical)

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Caregiver – Persons with Disabilities (Non Clinical)

Qualification Pack: DWC/Q0301

Sector Skill Council: Domestic Workers Sector Skill Council

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS				Marks Allocation	
Total Marks: 800					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
1. DWC/N0301 (Provide support with the daily activities and basic needs of the child)	PC1. identify different types of disabilities/ life conditions in the child with physical disabilities	100	5	2	3
	PC2. assist the child with physical disabilities in carrying out their daily activities		10	4	6
	PC3. follow the daily schedule as based on the requirements of the child as discussed with parents		10	4	6
	PC4. feed the child as per schedule by following the dietary requirements		10	4	6

Qualifications Pack For Caregiver – Persons with Disabilities (Non Clinical)

	PC5. help the child with his or her bath		10	4	6
	PC6. assist the child with putting on clothes and grooming (for e.g. brushing, combing, nails cutting, ear cleansing, etc.)		7	3	4
	PC7. assist the child with mobility such as transferring from bed to wheel chair or going to the washroom		7	3	4
	PC8. clean the child after eating or a visit to the washroom		10	5	5
	PC9. maintain a safe and comfortable environment around the child		7	3	4
	PC10. put the child to sleep as per schedule ensuring his or her comfort		10	5	5
	PC11. communicate any unusual behaviour in the child to the parents/ guardians		7	3	4
	PC12. manage the child with disability, calmly and effectively whilst they are in one's care		7	3	4
	Total		100	43	57
2. DWC/N0302 (Facilitate mental, social and emotional well-being of the child)	PC1. seek information about the child's developmental needs from parents and the child, when applicable	100	15	5	10
	PC2. follow the scheduled care plans given by the parents		15	5	10
	PC3. encourage the child to be active in his/ her wellbeing, learning and development		20	7	13
	PC4. identify barriers to participation and choose alternative activities when appropriate		15	5	10
	PC5. promote active participation of the child as per his/ her preferences		20	8	12
	PC6. refer to parents, promptly, about any concerns about the child, according to the procedures of the setting		15	5	10
	Total		100	35	65
3. DWC/N0303 (Provide support with the daily activities and basic needs of the adolescent/ adult)	PC1. Identify different disabilities in person cared for PC1. Identify different disabilities in person cared for	100	10	4	6
	PC2. assist the child with physical disabilities in carrying out their daily activities		10	4	6
	PC3. feed the person as per schedule by following the dietary requirements		10	4	6
	PC4. help the person with his or her bath if required		5	2	3

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	PC5. help with dressing up and grooming (for e.g. brushing, combing, nails cutting, ear cleansing, etc.), if required		5	2	3
	PC6. assist the person with mobility such as transferring from bed to wheel-chair or going to the washroom if required		10	4	6
	PC7. clean the person after eating or a visit to the washroom, if required		10	4	6
	PC8. maintain a safe and comfortable environment around the person		5	2	3
	PC9. follow the schedule to ensure that the person gets proper sleep ensuring his or her comfort		10	4	6
	PC10. Communicate any unusual behaviour in the PwD to the parents/guardians		5	2	3
	PC11. manage the person with disability calmly and effectively whilst they are in one's care		10	4	6
	PC12. take care of the adolescent through pubertal transition and help navigate the risks and rights of reproduction		5	2	3
	PC13. assist the adolescent/adult to be assertive in protecting the privacy of their own bodies and in informing violations to trusted adults to prevent exploitation		5	2	3
		Total	100	40	60
4. DWC/N0304 (Facilitate mental, social and emotional well-being of the adolescent/adult)	PC1. seek information about the person's developmental needs from parents and the person, when applicable	100	10	4	6
	PC2. follow the scheduled care plans given by parents/ guardians PC3. encourage the person to be active in his/ her wellbeing, and learning and development		10	4	6
	PC3. identify barriers to participation and choose alternative activities when appropriate		10	4	6
	PC4. help in active participation of the PwD as per his/ her preferences		10	4	6
	PC5. refer to parents/ guardians, promptly, about any concerns about the child, according to the procedures of the setting		15	5	10
	PC6. encourage key people such as parents or close relatives to participate in activities with the person, as required		10	4	6

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	PC7. seek help from others when you require information or support		15	5	10
	PC8. assist parents/close relatives in understanding the socialization needs of the person with disability		10	4	6
	PC9. assist family in recognizing when the persons with disabilities are at an risk of sexual abuse with a view to monitor for early indicators of abuse		10	6	4
		Total	100	40	60
5. DWC/N0305 (Extend support with laws and rights of people with disabilities)	PC1. gather facts, information, and documents about the person’s disability and understand what provisions/ privileges are available to the person with disability		40	25	15
	PC2. guide the family on existing laws, provisions or privileges available to the persons with disability, such as govt. schemes for treatment, education and jobs		30	20	10
	PC3. make the family aware about the rights of the persons with disabilities		30	15	15
		Total	100	60	40
6. DWC/N9901 (Prepare basic food as per dietary requirements)	PC1. identify any specific requirement and feeding routine with people concerned		5	2	3
	PC2. develop a feeding plan basis the discussion		10	3	7
	PC3. check the availability of all ingredients as per the regular dietary requirements and procure it if not available		10	5	5
	PC4. check that the ingredients meet both quality and quantity requirements of the food items to be prepared		5	2	3
	PC5. clean the items thoroughly and cut them into required proportions using appropriate tools		10	4	6
	PC6. select and organize ingredients required for the dish from the kitchen/pantry	100	10	4	6
	PC7. cook the customized recipes by using appropriate cooking methods as required for the recipes		10	3	7
	PC8. inspect the dish to ensure flavor, color, taste and quality consistency		10	4	6
	PC9. finish and present the dish to meet requirements		10	3	7
	PC10. make different types of beverages (such as tea, coffee, fruit juice etc.)		10	3	7
	PC11. store any cooked or remaining uncooked vegetables not for immediate use adequately		10	4	6
		Total	100	37	63
6. DWC/N9902 (Display standards of	PC1. interact in a courteous and disciplined manner with all	100	5	2	3

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hygiene and work etiquette)	PC2. dress appropriately and maintain a well-groomed personality		10	4	6
	PC3. ensure not to argue with the employer/guest		5	2	3
	PC4. listen attentively and answer back politely		5	2	3
	PC5. maintain personal hygiene		15	5	10
	PC6. follow hygiene practices at workplace, such as covering one's mouth while coughing or sneezing, washing hands regularly etc.		15	5	10
	PC7. do not eat or chew while talking		5	2	3
	PC8. report inform any personal health issues related to injury, food, air and infectious diseases etc to the appropriate person		15	5	10
	PC9. establish and agree your work requirements with the person concerned		15	5	10
	PC10. report communicate any kind of issue to the appropriate person		10	4	6
		Total		100	36
7. DWC/N9903 (Maintain a clean and secure working environment)	PC1 perform basic first aid techniques in case required		15	5	10
	PC2. report any identified breaches in health, safety, and security to the designated person		5	3	2
	PC3. identify any hazards and deal with them in safe and competent manner within the limits of one's authority		10	3	7
	PC4. identify and wear appropriate cleaning gear for waste disposal as required		10	3	7
	PC5. clean waste from the work area thoroughly and according to instructions		10	3	7
	PC6. collect and segregate waste according to type		5	2	3
	PC7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins		5	2	3
	PC8. change disposable garbage bags when full and clean the waste bins regularly		5	2	3
	PC9. inspect the work site and ensure they are clear of waste		10	5	5
	PC10. clean the place of dust or any particulate matters		10	4	6
	PC11. arrange for adequate ventilation		5	2	3
	PC12. make use of techniques to manage pollution such as noise, air etc.		10	3	7
	Total		100	37	63