

QUALIFICATION PACK – OCCUPATIONAL STANDARD FOR DOMESTIC WORKERS

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 - Child Caretaker (Non Clinical)

SECTOR:	DOMESTIC WORKER
SUB SECTOR:	Care taking
OCCUPATION:	Child care
REFERENCE ID:	DWC/Q0201
ALIGNED TO:	NCO-2015/ 5311.0200

Child caretakers (Non Clinical) are those who care for children when parents and other family members are unavailable. They care for children's basic needs, such as bathing and feeding. In addition, some help children prepare for kindergarten or help older children with homework.

Brief Job Description: The primary role of the individual entails taking care of the basic needs of the child in the presence or absence of the parents/ guardians such as bathing, clothing, hygiene, cooking food for the child, feeding, creative activities and games for engagement of the child with necessary safety measures.

Personal Attributes: This job requires the individual be cheerful, patient and to be able to look after the child in a calm and composed manner. The individual should be able to cater to the expectations in terms of child's cleanliness; communication skills, able to recognize safety and hygiene issues.



Job Details	Qualifications Pack Code	DWC/Q0201		
	Job Role	Child Caretaker (Non Clinical)		
	Credits(NSQF)	TBD	Version number	1.0
	Sector	Domestic Worker	Drafted on	27/06/15
	Sub-sector	Care taking	Last reviewed on	02/07/16
	Occupation	Child care	Next review date	02/07/19
	NSQC Clearance on			
Job Role	Child Caretaker (Non Clinical)			
Role Description	To look after child of 2-6 years age group The core responsibilities include bathing, dressing, feeding, grooming of the child, oversee and participate in recreational activities, accompany the child to outdoors and ensure hygienic, safe, and healthy environment			
NSQF level	3			
Minimum Educational Qualifications	Class V preferable			
Maximum Educational Qualifications	Not applicable			
Training (Suggested but not mandatory)	Not mandatory			
Minimum Job Entry Age	18 years			
Experience	Not mandatory			
Applicable National Occupational Standards (NOS)	<p>Compulsory</p> <ol style="list-style-type: none"> DWC/N0201 Being aware and managing the child's needs (Non Clinical) DWC/N0202 Develop and promote positive relationship with the child DWC/N0203 Develop and maintain a healthy, safe and secure environment for child <p>Optional: N.A.</p>			
Performance Criteria	As described in the relevant OS units			

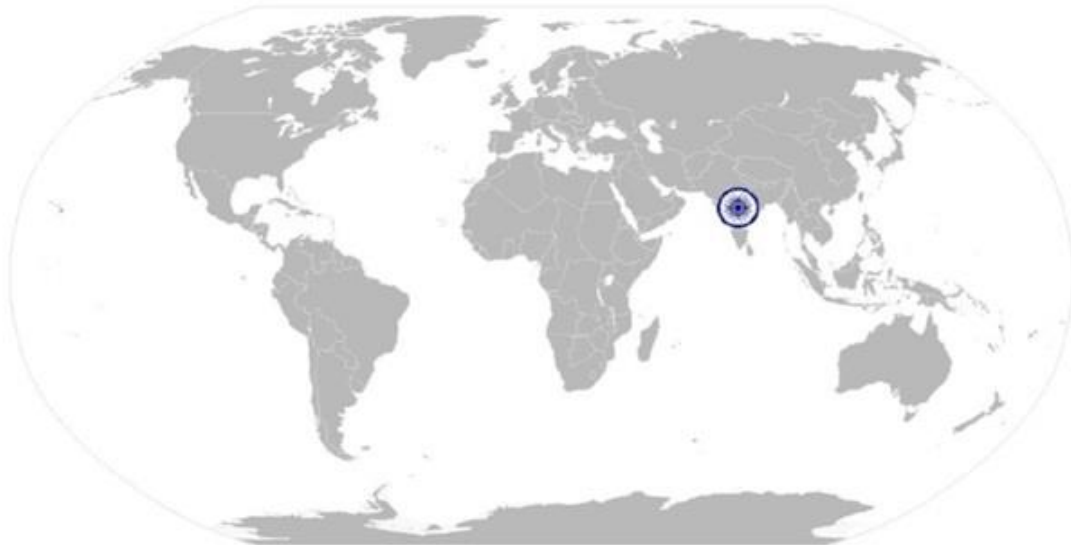
Definition

Keywords /Terms	Description
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 fulfil 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.
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.

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

DWC/N0201 Being aware and managing the child's needs (Non Clinical)

National Occupational Standard



Overview

This unit is about how to be aware and manage the child's needs (Non Clinical)

DWC/N0201 Being aware and managing the child's needs (Non Clinical)

National Occupational Standard

Unit Code	DWC/N0201
Unit Title (Task)	Being aware and managing the child's needs (Non Clinical)
Description	This unit is about how to be aware and manage the child's needs (Non Clinical)
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Observe and monitor child's activity as your everyday routine. • Fulfill and take care of child's physical and nutritional needs. • Carry out child focused indoor/ outdoor activities. • Participate in playful activities to encourage learning and development. • Understand and respond to the child's preferences and needs.
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Observe and monitor routine activities as your everyday routine	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. make routine of child's daily chores namely, eating, toilet habit, resting and recreation with the consent of parent/guardian</p> <p>PC2. perform housekeeping duties such as cleaning, laundry, dish washing and bed making for the child</p> <p>PC3. timely and safely pick and drop of the child from play centers/ kindergarten</p> <p>PC4. prepare the play area as per the child's age and choice</p> <p>PC5. identify appropriate clothing as per the season, occasion and activity</p> <p>PC6. take parents' and guardian's consent in creating routine for watching Television and using electronic gadgets</p>
Fulfill and take care of child's physical and nutritional needs	<p>PC7. handle, wash, dress the child in order to meet physical, health and well-being needs</p> <p>PC8. identify and engage with parents/guardian for any specific requirements and feeding routines</p> <p>PC9. prepare and store food and drink for the child hygienically and according to any specific instructions</p> <p>PC10. care for hair, skin and teeth according to procedures</p> <p>PC11. create a comfortable and relaxed atmosphere whilst providing for the physical care of the child</p> <p>PC12. recognize signs of illness in the child and respond/inform accordingly</p> <p>PC13. comfort the child when distressed, according to the needs of the child and work area requirements</p> <p>PC14. communicate with the child at a level and pace suited to the child's culture, development and understanding</p>

DWC/N0201 Being aware and managing the child’s needs (Non Clinical)

<p>Carry out child focused indoor/ outdoor activities</p>	<p>PC15. identify the purpose and value of observing and looking after the child PC16. carry out child care activities with the consent of parents and guardian or guardians PC17. observe the child’s movement and what they can do with the body PC18. observe how the child communicates with others and how children can play together PC19. observe how the child expresses feelings and reacts to situations PC20. contribute towards identifying areas of the child’s development and growth PC21. keep track of the child’s developmental progress and appraise parents and guardian accordingly PC22. use everyday activities and routines to develop positive relationships with the child, making sure they are enjoying experiences and encourage holistic development</p>
<p>Participate in playful activities to encourage learning and development</p>	<p>PC23. identify individual or group play activities, that will support different aspects of learning and development for the child, which are enjoyable and encourage participation PC24. ensure that the environment is hygienic, safe and secure PC25. select a range of play activities for the child that are appropriate to the child’s level of development and encourage understanding of positive self- concepts PC26. ensure that group activities are inclusive and value diversity PC27. encourage the active participation of the child in selecting creative, imaginative learning activities that meet the child’s identified preferences and needs</p>
<p>Understand and respond to the child’s preferences and needs</p>	<p>PC28. communicate with the child at a level and pace suited to the child’s family culture, development and understanding PC29. communicate with the child in ways that support the child’s holistic development PC30. respond the child by appreciating using positive approach and attitude PC31. respond appropriately in situations where the child is distressed, anxious or parting from parents and guardian or guardians PC32. provide regular feedback to parents and guardian or gurdians about the child’s activities</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>* Organization to be read as Employer The user/individual on the job needs to know and understand: KA1. the basic culture, tradition and lifestyle of the family KA2. the basic responsibilities and desirable results of the activities being undertaken KA3. codes of practice, standards, frameworks and guidance relevant to his/her work KA4. his/her own roles and responsibilities with his/her limitations</p>

DWC/N0201 Being aware and managing the child’s needs (Non Clinical)

	<p>KA5. whom he/ she have to report at work KA6. the roles and responsibilities of other people with whom he/she works KA7. how to determine language(s) spoken in the home</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. child’s development stages KB2. effective communication skills to understand and interpret child behaviors KB3. how to determine language ability according to age and stage of child’s development KB4. the meaning of child centered working KB5. the importance of knowing and respecting all children and young people as individuals KB6. finding out procedures and agreed ways of working in his/her work area KB7. following procedures and agreed ways of working KB8. the prime importance of the interests and well-being of children and young people KB9. child’s cultural and language context KB10. know-how to build trust with key people and the child KB11. the ways that support the participation of the child KB12. how to work in ways that respect the child’s dignity, personal beliefs and preferences KB13. how to work in partnership with people KB14. how to handle conflicts and dilemmas in his/her work KB15. the know-how to seek support in situations beyond his/her experience and expertise</p>
<p>Skills (S)</p>	
<p>A. Core Skills / Generic Skills</p>	<p>Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. keep a track of the completion of the task with relevant details SA2. notice the unusual symptoms or any observation made during the task and inform the appropriate person</p> <p>Reading Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. read and understand manuals, health and safety instructions etc. SA4. identify images, diagrams and symbols SA5. identify instructions given on child’s products, toys, equipment etc.</p> <p>Oral Communication (Listening and Speaking Skills)</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA6. discuss requirement of the child with the parents and guardian SA7. enquire with parents and guardian/guardians in case of any confusion related to the child SA8. keep parents and guardian informed about the whereabouts of the child SA9. avoid using inappropriate language</p>
<p>B. Professional Skills</p>	<p>Decision Making</p>

DWC/N0201 Being aware and managing the child's needs (Non Clinical)

	The user/ individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned work related to the child SB2. be able to understand any critical situation related to the work
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB3. plan and organize things around, so that the tasks can be completed efficiently and in most effective way and so that proper time can be given to the child as well as proper care can be taken
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB4. avoid absenteeism SB5. act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SB6. work in discipline SB7. be punctual SB8. practice honesty with employer and family members SB9. communicate with people in a form and manner and using language that is open and respectful SB10. resolve any difficulties in relationships with the employer
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB11. think through if there is a problem, evaluate the possible solution(s) and do the best in case if the parents and guardian of the child are not around SB12. identify immediate or temporary solutions to resolve problem
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB13. concentrate and not be distracted while performing the task SB14. notice when something is wrong or is likely to go wrong
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB15. assess the situation and follow directions to deal with emergency situations

DWC/N0201 Being aware and managing the child's needs (Non Clinical)

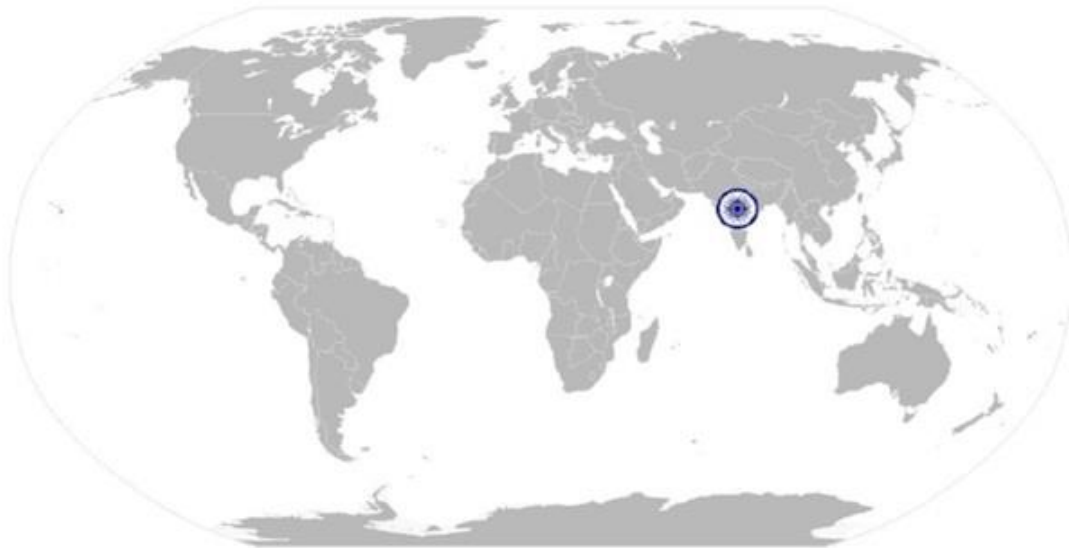
NOS Version Control

NOS Code	DWC/N0201		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Worker	Drafted on	27/06/15
Industry Sub-sector	Care taking	Last reviewed on	02/07/16
Occupation	Child care	Next review date	02/07/19

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National Occupational Standard



Overview

This unit is about developing and promoting positive relationship with child, communicating with child, and fostering positive relationships between child and with other adults

DWC/N0202 Develop and promote positive relationship with the child

National Occupational Standard

Unit Code	DWC/N0202
Unit Title (Task)	Develop and promote positive relationship with the child
Description	This unit is about developing and promoting positive relationship with child, communicating with child, and fostering positive relationships between child and with other adults
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Develop relationships with the child. • Communicate with the child. • Support the child in developing positive relations with others.
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Develop relationships with the child	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC1. interact with the child in a way that helps the child feel welcomed and valued PC2. adapt his/her behaviour to the age, needs and abilities of the child PC3. understand the likes and dislikes of the child appropriate to the stages of development PC4. apply inclusive and anti-discriminatory practice in his/her relationship with child PC5. make sure his/her behaviour with the child is appropriate at all times PC6. give attention to individual behaviour of the child
Communicate with the child	<ul style="list-style-type: none"> PC7. communicate with the child in a way that is appropriate to the child's age, needs and abilities PC8. listen to the child and respond in a way that shows that he/she values what the child says and feels PC9. recognize when there are communication difficulties and fill the gaps accordingly
Support the child in developing relations with others	<ul style="list-style-type: none"> PC10. support the child in developing agreements about ways of behaving, according to the requirements of the work area or service PC11. support the child in understanding other people's feelings PC12. support the child who have been upset by others PC13. encourage and support other adults in the work area to have positive relationships with the child PC14. identify signs of emotional or developmental problem in the child and bring them to parents' or guardians' attention
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<ul style="list-style-type: none"> * Organization to be read as Employer The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KA1. the basic culture, tradition and lifestyle of the family KA2. the basic responsibilities and desirable results of the activities being undertaken KA3. codes of practice, standards, frameworks and guidance relevant to his/her work KA4. his/her own roles and responsibilities with his/her limitations KA5. whom he/ she should report at work

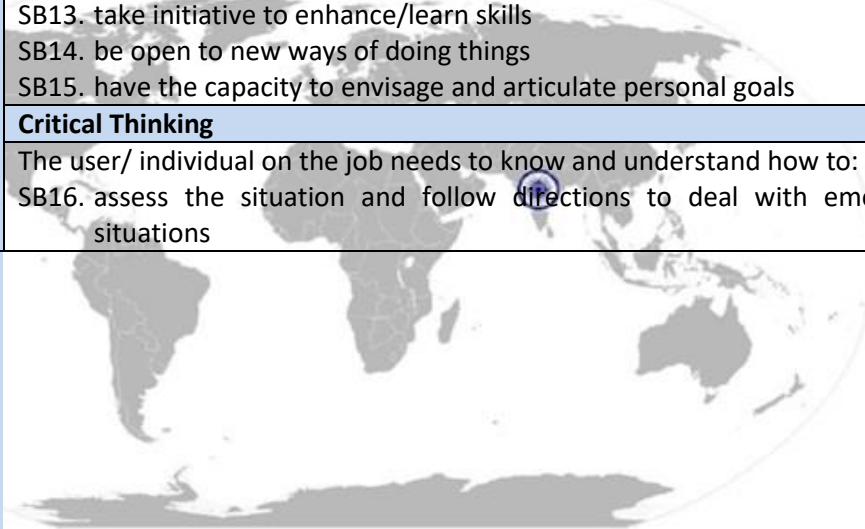
DWC/N0202 Develop and promote positive relationship with the child

	<p>KA6. the roles and responsibilities of other people, he/she works with KA7. how to determine language(s) spoken in the home</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. the importance of healthy working relationships in the work area KB2. the ways he/she can relate and interact with the child KB3. how he/she adapts his/her behavior and communication with the child to meet the needs of the child KB4. how to work with different ages, genders, ethnicities, needs and abilities KB5. approaches to help the child to feel welcomed and valued in the work area KB6. how to identify ‘appropriate’ and ‘inappropriate’ behavior while interacting with the child KB7. different ways to encourage the child to make choices for self KB8. valuing child’s actions and behavior to show interest in the child’s ideas and feelings KB9. the importance of being sensitive to communication difficulties with the child and adapt the ways to deal with different situations</p>
<p>Skills (S)</p>	
<p>A. Core Skills / Generic Skills</p>	<p>Writing Skills The user/ individual on the job needs to know and understand how to: SA1. keep a Track of the completion of the task with relevant details SA2. notice the unusual symptoms or any observation made during the task and inform the appropriate person</p> <p>Reading Skills The user/ individual on the job needs to know and understand how to: SA3. read and understand health and safety instructions etc. SA4. read labels, images, symbols SA5. understand instructions given on child’s products, toys, equipment etc.</p> <p>Oral Communication (Listening and Speaking Skills) The user/ individual on the job needs to know and understand how to: SA6. discuss requirement of the child with the parents and guardian SA7. enquire with parents and guardian/guardians in case of any confusion related to the child SA8. keep parents and guardian informed about the whereabouts of the child SA9. avoid using inappropriate language</p>
<p>B. Professional Skills</p>	<p>Decision Making The user/ individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned work related to the child SB2. be able to understand any critical situation related to the work</p> <p>Plan and Organize The user/ individual on the job needs to know and understand how to: SB3. plan and organize things around, so that the tasks can be completed efficiently and in most effective way and so that proper time can be given to the child as well as proper care can be taken</p> <p>Customer Centricity The user/ individual on the job needs to know and understand how to:</p>

DWC/N0202

Develop and promote positive relationship with the child

	SB4. practice honesty with employer and family members
	SB5. communicate with people in a form and manner and using language that is open and respectful
	SB6. resolve any difficulties in relationships with the employer
	SB7. avoid absenteeism
	SB8. act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations
	SB9. work in discipline and ensure punctuality
Problem Solving	
The user/ individual on the job needs to know and understand how to:	
SB10. think through if there is a problem, evaluate the possible solution(s) and do the best in case if the parents and guardian of the child are not around	
SB11. identify immediate or temporary solutions to resolve problem	
Analytical Thinking	
The user/ individual on the job needs to know and understand how to:	
SB12. take responsibility for completing one's own work assigned	
SB13. take initiative to enhance/learn skills	
SB14. be open to new ways of doing things	
SB15. have the capacity to envisage and articulate personal goals	
Critical Thinking	
The user/ individual on the job needs to know and understand how to:	
SB16. assess the situation and follow directions to deal with emergency situations	



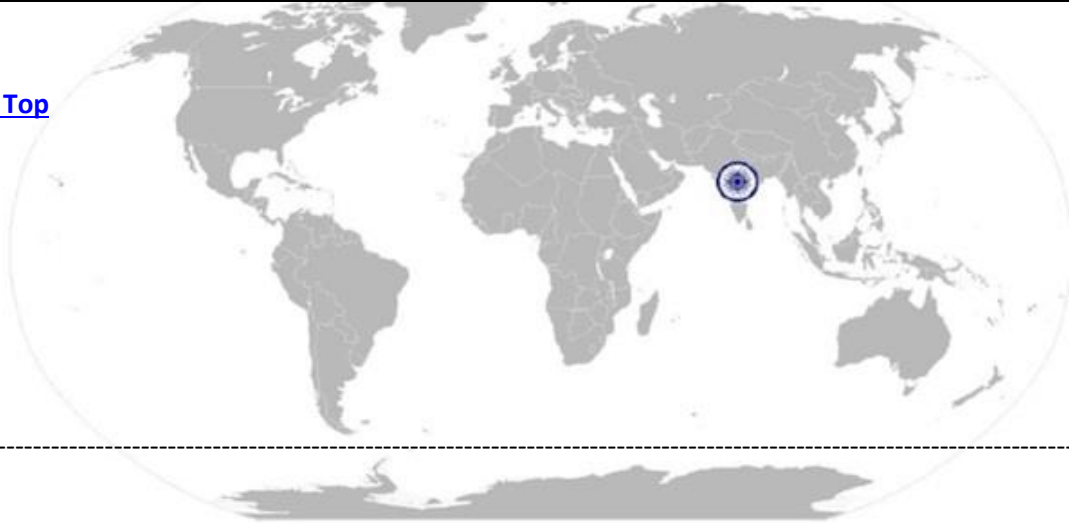
DWC/N0202

Develop and promote positive relationship with the child

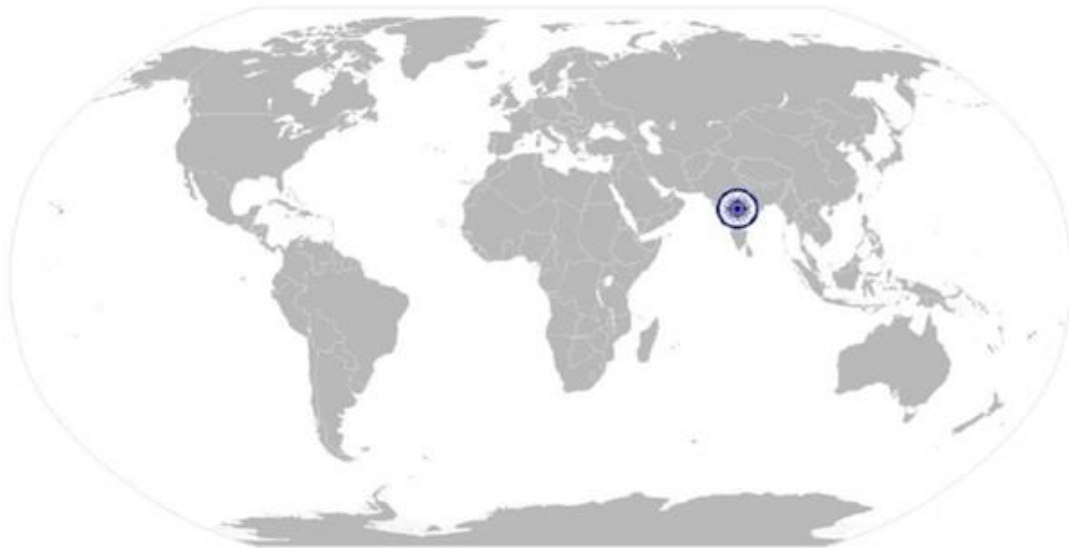
NOS Version Control

NOS Code	DWC/N0202		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Worker	Drafted on	27/06/15
Industry Sub-sector	Care taking	Last reviewed on	02/07/16
Occupation	Child care	Next review date	02/07/19

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National Occupational Standard



Overview

This unit is about the provision of an environment for the child that promotes their health, safety and protection

DWC/N0203 Develop and maintain a healthy, safe and secure environment for child

National Occupational Standard

Unit Code	DWC/N0203
Unit Title (Task)	Develop and maintain a healthy, safe and secure environment for child
Description	This unit is about the provision of an environment for the child that promotes their health, safety and protection
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Establish a healthy, safe and secure environment for the child. • Maintain a healthy, safe and secure environment for the child. • Assist in procedures with respect to accidents, injuries, illnesses and other emergencies.
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Establish a healthy, safe and secure environment for the child	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. have up-to-date and accurate information about the health, safety and security requirements of his/her work area</p> <p>PC2. check all areas of his/her work place and identify hazards</p> <p>PC3. remove the identified hazards appropriately, assess the levels of risk for all other hazards and establish procedures for managing these risks to an acceptable level</p> <p>PC4. assess the levels of risk for all other hazards and manage these risks to an acceptable level</p> <p>PC5. make sure that all children and adults using the work place are aware about the hazards present</p>
Maintain a healthy, safe and secure environment for the child	<p>PC6. review and revise his/her health, safety and security procedures in line with changing circumstances and requirements follow hygiene, health, safety and security procedures</p> <p>PC7. assess the health, safety and security of the work place before starting, during and at the end of work activities</p> <p>PC8. follow hygiene, health, safety and security procedures for self and child</p> <p>PC9. support in health, safety and security procedures of the child</p> <p>PC10. maintain supervision of the child appropriate to the levels of risk and the child's age, needs and abilities</p> <p>PC11. encourage child's awareness on own and others' safety and their personal responsibilities</p> <p>PC12. contribute to safety on outings, according to his/her role and responsibility</p>
Assist in procedures with respect to accidents, injuries,	PC13. make sure that accidents, injuries, signs of illness and other emergencies are promptly identified

<p>illnesses and other emergencies</p>	<p>PC14. follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely</p> <p>PC15. make sure that he/she and others are not put at unnecessary risk</p> <p>PC16. provide comfort and reassurance to those involved</p> <p>PC17. ensure basic first aid according to the correct procedures when required in case of any injury</p> <p>PC18. follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>* Organization to be read as Employer</p> <p>The user/individual on the job needs to know and understand:</p> <p>KA1. the basic culture, tradition and lifestyle of the family</p> <p>KA2. the basic responsibilities and desirable results of the activities being undertaken</p> <p>KA3. codes of practice, standards, frameworks and guidance relevant to his/her work</p> <p>KA4. his/her own roles and responsibilities with his/her limitations</p> <p>KA5. whom he/ she should report to at work</p> <p>KA6. the roles and responsibilities of other people with whom he/she works</p> <p>KA7. how to determine language(s) spoken in the home</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. proper technique of manual handling and the risks associated with lifting and carrying the child</p> <p>KB2. the basic stages of child development and their implications on health, safety and security arrangements</p> <p>KB3. safety checking of the child’s indoor and outdoor environment before and during work activities, to include:</p> <ul style="list-style-type: none"> • Facilities and equipment • Toilet and washing areas • Movement and activity of the child <p>KB4. security arrangements during activities:</p> <ul style="list-style-type: none"> • Indoor • Outdoor <p>KB5. safely handling and storage of medicines and hazardous items</p> <p>KB6. principles and models of risk assessment that are applied in his/her work area to cover the environment for the child both indoors, outdoors and on outings</p> <p>KB7. making the child aware about the possible risks associated to the child’s age group</p> <p>KB8. the appropriate contents of a first aid kit</p> <p>KB9. the importance of being alert to signs of possible abuses and harassments & the ways to deal with it</p>

	KB10. should ensure self-hygiene, cleanness and ensure appropriate dressing
Skills (S)	
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. keep a Track of the completion of the task with relevant details SA2. notice the unusual symptoms or any observation made during the task and inform the appropriate person
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA3. read and understand manuals, health and safety instructions etc. SA4. read labels, images, symbols SA5. understand instructions given on child’s products, toys, equipment etc.
	Oral Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to: SA6. discuss requirement of the child with the parents and guardian SA7. enquire with parents and guardian/guardians in case of any confusion related to the child SA8. keep parents and guardian informed about the whereabouts of the child SA9. avoid using inappropriate language
	B. Professional Skills
	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned work related to the child SB2. be able to understand any critical situation related to the work
Plan and Organize	
The user/ individual on the job needs to know and understand how to: SB3. plan and organize things around, so that the tasks can be completed efficiently and in most effective way and so that proper time can be given to the child as well as proper care can be taken	
Customer Centricity	
The user/ individual on the job needs to know and understand how to: SB4. practice honesty with employer and family members SB5. communicate with people in a form and manner and using language that is open and respectful SB6. resolve any difficulties in relationships with the employer SB7. avoid absenteeism SB8. act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SB9. work in discipline SB10. be punctual	
Problem Solving	
The user/ individual on the job needs to know and understand how to:	

	SB11. plan and organize things around, so that the tasks can be completed efficiently and in most effective way and so that proper time can be given to the child as well as proper care can be taken
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB12. take initiative to enhance/learn skills SB13. be open to new ways of doing things SB14. have the capacity to envisage and articulate personal goals
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB15. assess the situation and follow directions to deal with emergency situations

NOS Version Control

NOS Code	DWC/N0203		
Credits (NSQF)	TBD	Version number	1.0
Sector	Domestic Worker	Drafted on	27/06/15
Industry Sub-sector	Care taking	Last reviewed on	02/07/16
Occupation	Child care	Next review date	02/07/19

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Annexure

Nomenclature for QP and NOS

Qualifications Pack

9 characters

[ABC] / Q 0101

[Insert 3 letter code for SSC]



QP number (2 numbers)

Q denoting Qualifications Pack

Occupation (2 numbers)

Occupational Standard

9 characters

An example of NOS with 'N'

[ABC] / N 0101

[Insert 3 letter code for SSC]



OS number (2 numbers)

N denoting National Occupational Standard

Occupation (2 numbers)

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Child Caretaker (Non Clinical)

Qualification Pack: DWC/ Q 0201

Sector Skill Council: Domestic Worker 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. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 50% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Assessable Outcomes	Assessment Criteria	Total Mark 300	Out of	Theory	Skills Practical / Viva
	PC1 Make routine of child’s daily chores namely, eating, toilet habit, resting and recreation with the consent of parent/guardian		6	2	4
	PC2 Perform housekeeping duties such as cleaning, laundry, dish washing and bed making for the child		6	0	6
	PC3 Timely and safely pick and drop of the child from play centres/ kindergarten		6	0	6
	PC4 Prepare the play area as per the child’s age and choice		3	2	1

	PC5 Identify appropriate clothing as per the season, occasion and activity	3	2	1
	PC6 Take parents' and guardian's consent in creating routine for watching Television and using electronic gadgets	3	3	0
1 DWC/ N 0201 (Being aware and managing the child's need)	PC7 Handle, wash, dress the child in order to meet physical, health and well-being needs	6	0	6
	PC8 Identify and engage with parents/guardian for any specific requirements and feeding routines	6	0	6
	PC9 Prepare and store food and drink for the child hygienically and according to any specific instructions	6	0	6
	PC10 Care for hair, skin and teeth according to procedures	3	1	2
	PC11 Create a comfortable and relaxed atmosphere whilst providing for the physical care of the child	4	0	4
	PC12 Recognise signs of illness in the child and respond/inform accordingly	6	2	4
	PC13 Comfort the child when distressed, according to the needs of the child and work area requirements	4	0	4
	PC14 Communicate with the child at a level and pace suited to the child's culture, development and understanding	6	0	6
	PC15 Identify the purpose and value of observing and looking after the child	4	0	4
	140			

PC16 Carry out child care activities with the consent of parents and guardian or guardians	4	3	1
PC17 Observe the child's movement and what they can do with the body	3	2	1
PC18 Observe how the child communicates with others and how child can play together	3	0	3
PC19 Observe how the child expresses feelings and reacts to situations	6	2	4
PC20 Contribute towards identifying areas of the child's development and growth	4	2	2
PC21 Keep track of the child's developmental progress and appraise parents and guardian accordingly	4	4	0
PC22 Use everyday activities and routines to develop positive relationships with the child, making sure they are enjoying experiences and encourage holistic development	3	3	0
PC23 Identify individual or group play activities, that will support different aspects of learning and development for the child, which are enjoyable and encourage participation	3	3	0
PC24 Ensure that the environment is hygienic, safe and secure	6	4	2
PC25 Select a range of play activities for the child that are appropriate to the child's level of development and encourage understanding of positive self- concepts	4	4	0
PC26 Ensure that group activities are inclusive and value diversity	3	3	0

	PC27 Encourage the active participation of the child in selecting creative, imaginative learning activities that meet the child's identified preferences and needs		4	0	4
	PC28 Communicate with the child at a level and pace suited to the child's family culture, development and understanding		4	0	4
	PC29 Communicate with the child in ways that support the child's holistic development		4	0	4
	PC30 Respond the child by appreciating using positive approach and attitude		3	0	3
	PC31 Respond appropriately in situations where the child is distressed, anxious or parting from parents and guardian or guardians		4	0	4
	PC32 Provide regular feedback to parents and guardian or guardians about the child's activities		6	0	6
		Total	140	42	98
2) DWC/ N 0202 (Develop and promote positive relationships)	PC1 Interact with the child in a way that helps the child feel welcomed and valued		4	0	4
	PC2 Adapt his/her behaviour to the age, needs and abilities of the child		4	0	4
	PC3 Understand the likes and dislikes of the child appropriate to the stages of development		4	0	4
	PC4 Apply inclusive and anti-discriminatory practice in his/her relationship with child		4	4	0
	PC5 Make sure his/her behaviour with the child is appropriate at all times	70	6	2	4

	PC6 Give attention to individual behaviour of the child		4	2	2
	PC7 Communicate with the child in a way that is appropriate to the child's age, needs and abilities		4	1	3
	PC8 Listen to the child and respond in a way that shows that he/she values what the child says and feels		4	1	3
	PC9 Recognise when there are communication difficulties and fill the gaps accordingly		6	2	4
	PC10 Support the child in developing agreements about ways of behaving, according to the requirements of the work area or service		6	2	4
	PC11 Support the child in understanding other people's feelings		6	2	4
	PC12 Support the child who have been upset by others		6	2	4
	PC13 Encourage and support other adults in the work area to have positive relationships with the child		6	2	4
	PC14 Identify signs of emotional or developmental problem in the child and bring them to parents' or guardians' attention		6	2	4
		Total	70	22	48
3 DWC/ N 0203 (Develop and maintain a healthy, safe and secured environment for the child)	PC1 Have up-to-date and accurate information about the health, safety and security requirements of his/her work area		6	4	2
	PC2 Check all areas of his/her work place and identify hazards	90	6	4	2

PC3 Remove the identified hazards appropriately	6	0	6
PC4 Assess the levels of risk for all other hazards and manage these risks to an acceptable level	4	2	2
PC5 Make sure that all child and adults using the work place are aware about the hazards present	4	2	2
PC6 Review and revise his/her health, safety and security procedures in line with changing circumstances and requirements	4	4	0
PC7 Assess the health, safety and security of the work place before starting, during and at the end of work activities	6	0	6
PC8 Follow hygiene, health, safety and security procedures for self and child	6	2	4
PC9 Support in health, safety and security procedures of the child	4	2	2
PC10 Maintain supervision of the child appropriate to the levels of risk and the child's growth milestone	6	2	4
PC11 Encourage child's awareness on own and others' safety and their personal responsibilities	4	0	4
PC12 Contribute to safety on outings, according to his/her role and responsibility	6	2	4
PC13 Make sure that accidents, injuries, signs of illness and other emergencies are promptly identified	6	2	4
PC14 Follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely	6	2	4

	PC15 Make sure that he/she and others are not put at unnecessary risk		4	2	2
	PC16 Provide comfort and reassurance to those involved		4	0	4
	PC17 Ensure basic first aid according to the correct procedures when required in case of any injury		4	2	2
	PC18 Follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies		4	2	2
		Total	90	34	56

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