

# Curriculum on Care Giving

(For Non-Formal Vocational Education)

Level Prevoc-2

Developed by-

Equivalence Non-Formal Vocational Education  
Curriculum Development Project  
**Bureau of Non-Formal Education**  
Ministry of Primary and Mass Education

লাইব্রেরী  
উপনুষ্ঠানিক শিক্ষা বুরো  
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়  
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উপনুষ্ঠানিক শিক্ষা বুরো  
ঋষাগাঁৰ ..... ৪৪১২  
সংযোজন নং .....  
তারিখ .....

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**NATIONAL COMPETENCY STANDARDS  
For  
Care Giving  
(NTVQF Prevocational Qualification Level 2)**

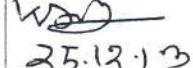
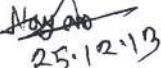
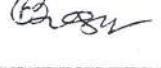
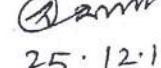
**Informal Sector Industry Skills Council  
Bangladesh**

**BANGLADESH TECHNICAL EDUCATION BOARD  
December, 2013**

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**Bangladesh Technical Education Board**  
**Standard Curriculum Development Committee**  
**National Competency Standard**  
**for**  
**Care giving Level Pre-Voc-2**  
**Meeting held on 25-12-2013**

Sl. No	Name	Designation and Organization	Designation	Signature	Remarks
1.	Prof. Dr. Mohammad Ibrahim	Chairman, CMES, H-823, R-19(old), Dhanmondi, Dhaka	Chair person		
2.	Mr. Rupum Chakraborty	Nursing Supervisor, Appolo Hospital Dhaka 0168559630 01946326597	Member		
3.	Kazi Shorna Akter	Nursing Supervisor Community Medical, Malibag, Dhaka 01921545557	Member	 25.12.13	
4.	Dr. N M Kiron	Principal, Bangladesh Research Institute for Integrated Medicine, Dhanmondi 01911380937	Member	 25.12.13	
5.	Mr. Sabbir Ahmmmed Khan Noyan	Staff Nurse, Squire Hospital, Dhaka 01920884665	Member	 25.12.13	
6.	Mrs. Farida Begum	Assistant Director, Directorate of Nursing Services, Dhaka 01712125435	Member		
7.	Md. Meheruna Zaman	Attached Officer Directorate of Technical Education, Dhaka. 01711175441	Member		
8.	Mr. Md. Khorshed Alam	Deputy Director(Training), Bureau of Manpower Employment & Training, Dhaka 01816883821	Member	 25.12.13	
9.	Md. Shahdat Hossain	Curriculum Specialist, BTEB 01558439769	Member		

CS  
 Approved  
 by SCDC  
 Committee

National Technical and Vocational Qualification Framework (NTVQF) for Bangladesh

**Care Giving: Pre-voc 2**  
**Course Structure**

Sl.No.	Unit Code and Title		UoC Level	Hours
<b>GENERIC – Compulsory (4 UoCs required)</b>				180
1.	GNPV2001A1	Apply basic mathematics	Pre-voc 2	40
2.	GNPV2002A1	Identify Occupational Safety and Health (OSH) Practice in the workplace	Pre-voc 2	20
3.	GNPV2003A1	Apply basic English	Pre-voc 2	60
4.	GNPV2004A1	Apply basic Bangla	Pre-voc 2	60
<b>SECTOR SPECIFIC – Compulsory (2 UoCs required)</b>				60
5.	INFSSPV2005A1	Use hand Tools	Pre-voc 2	20
6.	INFSSPV2006A1	Maintain personal hygiene	Pre-voc 2	40
<b>OCCUPATION SPECIFIC – Compulsory (3 UoCs required)</b>				120
7.	CGPV2007A1	Measure vital signs	Pre-voc 2	40
8.	CGPV2008A1	Care of elderly person	Pre-voc 2	40
9.	CGPV2009A1	Care of child (1 to 12 years)	Pre-voc 2	40
			<b>Total Hours</b>	<b>360</b>

## Bangladesh NTVQF with Job Classification

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

**Note: National Technical and Vocational Qualification Framework (NTVQF) At the Completion of the Pre-Vocational Programs the participants would move into training program at the NTVQF level 1**

## Qualification Level Descriptors

BTQVF Level	Knowledge	Skill	Responsibility	Job Class
6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members	Supervisor/Middle- Level Manager/ Sub Assistant Engineer
5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor (NSC 4)
4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study Apply past experiences in solving similar problems	Skilled Worker
3	Moderately broad knowledge in a specific study area.	Generic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi Skilled worker
2	Generic underpinning knowledge in a specific study area.	Generic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Generic Skilled Worker

<b>BTQVF Level</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Responsibility</b>	<b>Job Class</b>
Pre-Voc 2	Limited general knowledge	Very limited range of skills and use of tools required to carry out simple tasks	Work or study under direct supervision in a well-defined, structured context.	Pre-Vocation Trainee (NPVC 2)
Pre-Voc 1	Extremely limited general knowledge	Minimal range of skills required to carry out simple tasks	Simple work or study exercises, under direct supervision in a clear, well defined structured context	Pre-Vocation Trainee (NPVC 1)

**GENERIC UNITS**  
**Pre-voc 2**

National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

**Care Giving: Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	GNPV2001A- Apply Basic Mathematics.
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to apply mathematical method such as addition, subtraction, multiplication and division to measure and find out dimension of object in the workplace.
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><i>Italicized</i> terms are elaborated in the range of variables</p>
1. Read and write numeric numbers in Bangla and English	<p>1.1. Numerical numbers from 0 to 9 in Bangla and English is recognized.</p> <p>1.2. Arrangement in ascending and descending order of numbers in English and Bangla is demonstrated.</p> <p>1.3. Reading and writing of numerical numbers in Bangla and English are demonstrated.</p>
2. Use mathematical methods	<p>2.1. Addition, subtraction, multiplication and division are applied.</p> <p>2.2. <i>Addition</i> of numbers is carried out.</p> <p>2.3. <i>Subtraction</i> of numbers from other numbers is demonstrated.</p> <p>2.4. <i>Multiplication</i> of numbers with other numbers is demonstrated.</p> <p>2.5. <i>Division</i> of numbers by other numbers is carried out.</p> <p>2.6. Addition, subtraction, multiplication and division In <i>decimal system</i> are solved.</p> <p>2.7. <i>Percentage</i> of numbers is calculated.</p>
3. Measure in Metric system	<p>3.1. Units of measurement of length, breadth, height, weight and thickness in <i>metric system</i> is used.</p> <p>3.2. Measurement of <i>area</i> and <i>volume</i> of solid and liquid in metric system is carried out.</p> <p>3.3. Measurement of time is applied.</p>
4. Measure in English system	<p>4.1. Units of measurement of length, breadth, height, weight and thickness in <i>English system</i> is used.</p> <p>4.2. Measurement of <i>area</i> and <i>volume</i> of solid and liquid in English system is carried out.</p> <p>4.3. Measurement of time is applied.</p>

Range of Variables	
Variable	Range (May includes but not limited to:)
1. Tools and resources	Tools and resources include but not limited to. 1.1. Calculator. 1.2. Measuring tape. 1.3. Ruler. 1.4. Marking chalk. 1.5. Ball pen. 1.6. Pencil. 1.7. Marker. 1.8. White board. 1.9. Flip charts.
2. Task	Mathematical methods include but not limited to 2.1. Addition in Metric and English system. 2.2. Subtraction in Metric and English system. 2.3. Multiplication in Metric and English system. 2.4. Division in Metric and English system. 2.5. Calculation of percentage. 2.6. Finding out units of area and volume. 2.7. Finding out of units of weight of liquid and solid.
3. Workplace information	Information includes but not limited to. 3.1. Charts of numbers. 3.2. Manuals. 3.3. Specification of different items.

#### Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.

1. Critical aspect of competency	1.1. Use of appropriate mathematical methods. 1.2. Performance of appropriate mathematical methods. 1.3. Use of appropriate assessing method. 1.4. Use of appropriate delivery method.
2. Underpinning knowledge	2.1. Calculation requirements in the workplace. 2.2. Selection of appropriate mathematical methods. 2.3. Use of tools and equipment. 2.4. Symbols and terminology. 2.5. Use of units.
3. Underpinning skills	3.1. Identification of appropriate mathematical methods from workplace information. 3.2. Selection of workplace information (Charts, tables, equipment, manuals). 3.3. Application of required skills in the workplace.
4. Required attitude	4.1. Commitment to occupational safety and health. 4.2. Promptness in carrying out activities. 4.3. Tidiness and timeliness.

	<p>4.4. Respect for rights of peers, sub-ordinates and seniors in workplace.</p> <p>4.5. Eagerness to learn.</p> <p>4.6. Communication with peers, sub-ordinate and seniors in workplace.</p>
5. Resource implication	<p>The following resources must be provided</p> <p>5.1. Tools, equipment and physical facilities.</p> <p>5.2. Materials and consumables.</p>
6. Assessment methods	<p>Assessment methods may include but not limited to</p> <p>6.1. Log book</p> <p>6.2. Continuous assessment</p> <p>6.3. Oral question</p> <p>6.4. Observation</p> <p>6.5. Written test</p>
7. Context of assessment	<p>Competency may be assessed in the workplace or in a simulated workplace.</p>
<p><b>Accreditation Requirements</b></p> <p>Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.</p>	

**Care Giving: Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	<b>GNPV2002A1 – Identify Occupational Safety &amp; Health (OSH) Practice in the workplace</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to apply Occupational Safety & Health (OSH) Practice in the workplace.
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <i>Italicized terms are elaborated in the range of variables</i></p> <p>1. Identify OSH(Occupation Safety and Health) hazards at workplace</p> <p>1.2. Hazards at workplace explained.  1.3. Unsafe tools at workplace are listed.  1.4. Flammable materials are recognized.  1.5. Access and storables materials are preserved in designated place.  1.6. OSH equipment is used safely according to specifications, legislation and standard operating procedures.</p> <p>2. Perform work in safe condition</p> <p>2.1. Appropriate personal protective equipment (PPE) is used.  2.2. Safety signs, symbols and banners are displayed.  2.3. Locations of fire fighting equipment are identified.  2.4. Clear and free emergency exit passages are marked and maintained.</p> <p>3. Use first aid kits</p> <p>3.1. Contents in the first aid kit are selected.  3.2. First aid kit in emergency is used.</p> <p>4. Maintain healthy and hygiene workplace</p> <p>4.1. Aspect of good housekeeping is explained.  4.2. Washing procedure of hands and parts of body is used.  4.3. Useable cleaning agents at workplace are selected.  4.4. Safe drinking water is made available.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May includes but not limited to :)</b>
1. Hazardous workplace	<p>Hazard includes but not limited to.</p> <p>1.1. Accumulation of waste materials.  1.2. Random storage of tools, equipment and furniture.  1.3. Storage of rejected wires, cables and structural materials.  1.4. Storage of flammable materials.  1.5. Congested emergency exit.  1.6. Oil splits floor at workplace.</p>

2. PPE materials and resources	PPE materials and resources may include but not limited to: 2.1. Hand gloves. 2.2. Mask. 2.3. Apron. 2.4. Cap. 2.5. Goggles. 2.6. Safety shoes. 2.7. Cautionary signs, symbols and banners. 2.8. Evacuation program. 2.9. Fire extinguisher. 2.10. Emergency lights. 2.11. Instructions. 2.12. Stretcher.
3. First aid box	First aid box may include but not limited to. 3.1. Sterilized cotton. 3.2. Bandage. 3.3. Scissors. 3.4. Washing agent for injury. 3.5. Medicine for burn. 3.6. Medicine for sudden head-ache.
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.	
1. Critical aspect of competency	1.1. Use of appropriate OSH materials and equipment. 1.2. Handling of OSH materials and equipment. 1.3. Use of appropriate assessing method. 1.4. Use of appropriate delivery method.
2. Underpinning knowledge	2.1. Maintenance of good OSH condition in workplace. 2.2. Use of symbols. 2.3. Evacuation instructions with pictures and words 2.4. Planning of floor layout of workplace. 2.5. Elimination of hazardous condition. 2.6. Use of PPE.
3. Underpinning skills	3.1. Use of appropriate PPE.. 3.2. Preparation of signs and banners. 3.4. Displaying of signs and banners.
4. Required attitude	4.1. Commitment to occupational safety and health. 4.2. Promptness in carrying out activities.. 4.3. Tidiness and timeliness. 4.4. Respect for rights of peers, sub-ordinates and seniors in workplace. 4.5. Eagerness to learn. 4.6. Communication with peers, sub-ordinate and seniors in workplace.

5. Resource implication	<p>The following resources must be provided.</p> <ul style="list-style-type: none"> <li>5.1. Drawing paper.</li> <li>5.2. Drawing templates.</li> <li>5.3. First Aid kit with required contents.</li> <li>5.4. PPE</li> <li>5.5. Pens, pencils, markers, eraser.</li> <li>5.6. Banners showing OSH practice.</li> </ul>
6. Methods of assessment	<ul style="list-style-type: none"> <li>6.1. Oral questions.</li> <li>6.2. Observation.</li> <li>6.3. Practical display.</li> <li>6.4. Written test.</li> </ul>
7. Context of assessment	Competency may be assessed in the workplace or in a simulated workplace.
<b>Accreditation Requirements</b>	
<p>Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.</p>	

National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

**Care Giving: Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	<b>GNPV2003A1 – Apply Basic English</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to read, and write and speak and communicate in English in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <i>Italicized terms are elaborated in the range of variables</i>
1. Recognize the alphabets in English	1.1. Alphabets in English are recognized. 1.2. Reading and writing words in English are carried out. 1.3. Reading and writing of technical terms are performed.
2. Read and write workplace information in English	2.1. Reading of safety signals, banners, nameplates are demonstrated. 2.2. Writing of safety signals, banners, nameplates are demonstrated.
3. Introduce yourself in English to others.  Speak introductory conversation in English	3.1. Introductory conversation in English is demonstrated. 3.2. Self introduction to other in English is performed. 3.3. Reading and writing of nameplates on equipment, materials in the workplace are demonstrated. 3.4. Reading English text is performed.

**Range of Variables**

<b>Variable</b>	<b>Range (May includes but not limited to:)</b>
1. Learning aids	The following resources must be provided to trainees to practice to read, write and speak in English. <ul style="list-style-type: none"> <li>1.1. Books / booklets with pictures with names written in English.</li> <li>1.2. Work sheets / ID cards.</li> <li>1.3. Catalogues / Manuals.</li> <li>1.4. White boards / Marker pens.</li> <li>1.5. Chalk boards / Chalk..</li> <li>1.6. OSH information banner.</li> <li>1.7. Pens / Pencils.</li> <li>1.8. Flip charts.</li> <li>1.9. Cassettes player / recorder.</li> <li>1.10. Cassettes recorded in English conversations.</li> <li>1.11. Lessons in English conversations.</li> <li>1.12. TV and monitor.</li> <li>1.13. Multimedia.</li> </ul>
2. Visual information	Visual aid includes but not limited to. <ul style="list-style-type: none"> <li>2.1. Signs.</li> <li>2.2. Banners.</li> <li>2.3. Forms.</li> </ul>

	<p>2.4. Charts.</p> <p>2.5. Labels.</p> <p>2.6. Photographs captions.</p> <p>2.7. Catalogues.</p> <p>2.8. Cartoons.</p> <p>2.9. News papers.</p>
3. Vocabulary practice	<p>Vocabulary practices include but not limited to.</p> <p>3.1. Conversation in English between two.</p> <p>3.2. Group conversation.</p> <p>3.3. Reading.</p> <p>3.4. Singing.</p> <p>3.5. Listening and reproducing.</p>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.	
1. Critical aspect of competency	<p>1.1. Use of appropriate delivery methods.</p> <p>1.2. Use of learning aids and equipment.</p> <p>1.3. Use of appropriate delivery methods.</p>
2. Underpinning knowledge	<p>2.1. Writing and reading of alphabets.</p> <p>2.2. Pronunciation of English words.</p> <p>2.3. Reading workplace information in English.</p> <p>2.4. Reading words and sentences in English.</p> <p>2.5. Structures of words and sentences in English.</p> <p>2.6. Reading of words in English related to occupation.</p>
3. Underpinning skills	<p>3.1. Writing of alphabets in English.</p> <p>3.2. Writing words and sentences in English.</p> <p>3.3. Writing workplace information in English.</p> <p>3.4. Writing words and sentences in English related to occupation.</p>
4. Required attitude	<p>4.1. Commitment to occupational safety and health.</p> <p>4.2. Promptness in carrying out activities.</p> <p>4.3. Tidiness and timeliness.</p> <p>4.4. Respect for rights of peers, subordinates and seniors in workplace.</p> <p>4.5. Eagerness to learn.</p> <p>4.6. Communication with peers, sub-ordinate and seniors in workplace.</p>
5. Resource implication	The learning aids and other required materials must be provided to learn English.
6. Methods of assessment	<p>Method of assessment includes but not limited to.</p> <p>6.1. Continuous assessment.</p> <p>6.2. Oral questions.</p> <p>6.3. Written test.</p> <p>6.4. Writing test</p> <p>6.5. Reading test</p> <p>6.6. Speaking test.</p>

7. Context of assessment	Competency may be assessed in the workplace or in a simulated workplace.
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**Accreditation Requirements**

Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.

**National Technical Vocational Qualification Framework (NTVQF) for Bangladesh**

**Care Giving: Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	<b>GNPV2004A1 – Apply Basic Bangla</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to read, write, speak and communicate in Bangla in the workplace.
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><i>Italicized</i> terms are elaborated in the range of variables</p>
1. Recognize the alphabets in Bangla	1.1. Alphabets in Bangla are recognized. 1.2. Reading and writing words in Bangla are carried out. 1.3. Reading and writing of technical terms are performed.
2. Read and write workplace information in Bangla	2.1. Reading of safety signals, banners, nameplates are demonstrated. 2.2. Writing of safety signals, banners, nameplates are demonstrated.
3. Introduce yourself in Bangla to others	3.1. Self introduction to others in Bangla is performed. 3.2. Reading and writing of nameplates on equipment, materials in the workplace are demonstrated. 3.3. Reading Bangla text is performed.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May includes but not limited to:)</b>
1. Learning aids	<p>The following resources must be provided to trainees to practice to read, write and speak in Bangla.</p> <p>1.1. Books / booklets with pictures with names written in Bangla. 1.2. Work sheets / ID cards. 1.3. Catalogues / Manuals. 1.4. White boards / Marker pens. 1.5. Chalk boards / Chalk.. 1.6. OSH information banner. 1.7. Pens / Pencils. 1.8. Flip charts. 1.9. Cassettes player / recorder. 1.10. Cassettes recorded in Bangla conversations. 1.11. Lessons in Bangla conversations. 1.12. TV and monitor. 1.13. Multimedia.</p>
2. Visual information	<p>Visual aid includes but not limited to.</p> <p>2.1. Banners. 2.2. Forms. 2.3. Charts. 2.4. Labels. 2.5. Photographs captions. 2.6. Catalogues. 2.7. News papers.</p>

3. Vocabulary practice	Vocabulary practices include but not limited to. 3.1. Conversation in Bangla between two. 3.2. Conversation In Bangla in groups. 3.3. Reading 3.4. Singing in Bangla. 3.5. Listening and reproducing.
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#### Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.

1. Critical aspect of competency	1.1. Use of appropriate assessing methods. 1.2. Use of learning aids and equipment. 1.3. Use of appropriate delivery methods.
2. Underpinning knowledge	2.1. Writing and reading of alphabets. 2.2. Pronunciation of Bangla words. 2.3. Reading workplace information in Bangla. 2.4. Reading words and sentences in Bangla. 2.5. Structures of words and sentences in Bangla. 2.6. Reading of words in Bangla related to occupation.
3. Underpinning skills	3.1. Writing of alphabets in Bangla . 3.2. Writing words and sentences in Bangla. 3.3. Writing workplace information in Bangla. 3.4. Writing words and sentences in Bangla related to occupation.
4. Required attitude	4.1. Commitment to occupational safety and health. 4.2. Promptness in carrying out activities. 4.3. Tidiness and timeliness. 4.4. Respect for rights of peers, sub-ordinates and seniors in workplace. 4.5. Eagerness to learn. 4.6. Communication with peers, sub-ordinate and seniors in workplace.
5. Resource implication	2.1. The learning aids and other required materials must be provided to learn Bangla.
6. Methods of assessment	Method of assessment includes but not limited to. 6.1. Continuous assessment. 6.2. Oral questions. 6.3. Written test. 6.4. Reading test 6.5. Speaking test.
7. Context of assessment	Competency may be assessed in the workplace or in a simulated workplace.

#### Accreditation Requirements

Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.

**SECTOR SPECIFIC UNITS**  
**Pre-voc 2**

National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

Care Giving: Pre-voc 2

Unit of Competency

<b>Unit Code and Title</b>	INFSSPV2005A1- Use Hand Tools
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to use hand tools as per work place standard.
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><i>Italicized</i> terms are elaborated in the range of variables</p> <p>1. Select hand tools &amp; equipment</p> <p>1.1 Hand <b>tools and equipment</b> are selected as per requirement to perform the <b>tasks</b>.</p> <p>1.2 Hand tools are identified and arranged as per procedure.</p> <p>1.3 PPE is selected and worn.</p> <p>2. Use hand tools</p> <p>2.1 Hand tools are used to perform the tasks as per requirement.</p> <p>2.2 <i>Safe and clean work practices</i> are followed in the work environment.</p> <p>2.3 <i>Workplace is cleaned and waste is disposed</i> as per workplace standards.</p> <p>3. Maintain hand tools and store</p> <p>3.1 <b>Routine maintenance</b> of hand tools is undertaken according to standard operating procedures, principles and techniques.</p> <p>3.2. <i>Hand tools are stored</i> in designated location in accordance with <b>standard operating procedures</b> or workplace practice.</p>
<b>Range of Variables</b>	<p><b>Variable</b></p> <p><b>Range (May includes but not limited to):</b></p> <p>1. Equipment:</p> <p>1.1 Artery forceps.</p> <p>1.2 Kidney tray.</p> <p>1.3 Bulti.</p> <p>1.4 Bowl.</p> <p>1.5 Mug.</p> <p>1.6 Swab.</p> <p>1.7 Nail cutter.</p> <p>1.8 Insect Sprayer.</p> <p>1.9 Galli pot.</p> <p>1.10 Wheel chair.</p> <p>1.11 Nebulizer.</p> <p>1.12 Test tube.</p> <p>1.13 Burner.</p> <p>1.14 Test tube holder.</p> <p>2. Materials:</p> <p>2.1 Towel.</p> <p>2.2 Soap.</p> <p>2.3 Detergents.</p> <p>2.3 Bed sheet, pillow with cover.</p> <p>2.4 Gauze.</p> <p>2.5 Duster.</p> <p>2.6 Tooth paste and tooth Brush.</p> <p>2.7 Comb.</p>

3.Tools:	3.1 Blood pressure instrument. 3.2 Stethoscope. 3.3 Thermometer.
4.PPE	4.1 Gloves. 4.2 Mask. 4.3 Apron/ gown. 4.4 Sandal/ slipper.
5. Tasks	5.1 Selecting. 5.2 Collecting. 5.3 Performing.
6. Routine Maintenance	6.1 Cleaning. 6.2 Drying. 6.3 Storing.
7. Job specification	7.1 Complete the tasks as per workplace standards and procedures.

#### Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Follow OSH. 1.2 Select and use hand tools appropriate to the tasks. 1.3 Perform routine maintenance and storage of hand tools.
2. Underpinning knowledge	2.1 Definition of tools and hand tools. 2.2 Types and use of hand tools. 2.3 Hand tools defects. 2.4 Techniques in maintenance and care.
3. Underpinning skills	3.1 Handling tools and materials. 3.2 Communicating with seniors, colleagues and clients. 3.3 Interpreting instruction.
4. Required attitude	4.1 Commitment to occupational health and safety. 4.2 Environmental concerns. 4.3 Tidiness and timeliness. 4.4 Respect for rights of colleagues, seniors and care seekers in workplace.
5. Resource implication	The following resource must be provided- 5.1 Tools, equipment and physical facilities appropriate to perform tasks as per workplace practice/ standards. 5.2 Materials to perform tasks.
6. Methods of assessment	Competencies must be assessed by- 6.1 Oral question/Written. 6.2 Demonstration. 6.3 Observation.
7. Context of assessment	7.1 Competency may be assessed in the workplace or in a simulated workplace.

#### Accreditation Requirements

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National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

Care Giving: Pre-voc 2

Unit of Competency

Unit Code and Title	INFSSPV2006A1- Maintain Personal Hygiene
Nominal Hours	40 Hours
Unit Descriptor	This unit of competency requires the knowledge, skills and attitude on personal hygiene as per work place standards.
Elements of Competency	<p><b>Performance Criteria</b>  <i>Italicized</i> terms are elaborated in the range of variables</p> <p>1. Select, collect and use of equipment and materials</p> <p>1.1 <b>Equipment and materials</b> are selected as per requirement.</p> <p>1.2 Equipment and materials are collected as per requirement.</p> <p>1.3. Equipment and materials are arranged as per tasks for use.</p> <p>1.4 PPE is selected and used.</p> <p>2. Wash hands</p> <p>2.1 Importance of hand washing is understood.</p> <p>2.2 Hand washing techniques is followed as per procedures.</p> <p>2.3 Hands are washed before and after carry-out the tasks as per work place standards.</p> <p>2.4 Equipment and materials are stored as per work place practices.</p> <p>3. Maintain personal hygiene</p> <p>3.1 Teeth are brushed as per standard.</p> <p>3.2 Hairs are brushed and made tidy.</p> <p>3.3 Cut the nails and kept clean.</p> <p>3.4 Bath is taken regularly.</p> <p>3.5 Clean cloths are used as per workplace practices.</p> <p>4. Keep beds and floors clean</p> <p>4.1 Clean bed is used as per requirement.</p> <p>4.2 Floors are cleaned with cleaning agent as per work place daily practices.</p> <p>4.3 Cockroaches are controlled or prevented by spraying finis or availability of reagent at the workplace.</p> <p>4.4 Toilets are cleaned as per workplace practices.</p> <p>4.5 Equipment and materials are Clean and kept as per workplace practices.</p>
Range of Variables	<p><b>Variable</b></p> <p><b>Range (May include but not limited to):</b></p> <p>1. Equipment</p> <p>The following resources must be provided to trainees to practice;</p> <p>1.1 Nail cutter.</p> <p>1.2 Spray machine.</p> <p>2. Materials</p> <p>2.1 Towel.</p> <p>2.2 Soap.</p> <p>2.3 Detergent.</p> <p>2.4 Duster.</p> <p>2.5 Tooth Brush.</p> <p>2.6 Comb.</p> <p>2.7 Bulti/ bowl, mug.</p> <p>2.8 Swab.</p> <p>2.9 Chemical disinfectant.</p> <p>3. PPE</p> <p>3.1 Gloves.</p> <p>3.2 Mask.</p>

	3.3 Apron/ gown. 3.4 Sandal/ slipper. 3.5 Hair cap
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.	
1. Critical aspect of competency	1.1 Follow OSH. 1.2 Wash hands before and after carry-out the tasks. 1.3 Personal hygiene
2. Underpinning knowledge	2.1 Importance of maintaining personal hygiene
3. Underpinning skills	3.1 Hand washing techniques. 3.2 Handling equipment and materials as per workplace practices.
4. Required attitude	4.1 Committed to his/ her own responsibilities. 4.2 Committed to carry-out the relevant activities. 4.3 Eagerness to learn. 4.4 Maintain time. 4.5 Clean and keep the equipment and materials as per workplace practices.
5. Resource implication	5.1 The required tools, equipment, materials and resources must be provided to learn and practice personal hygiene.
6. Methods of assessment	6.1 Written test 6.2 Oral question 6.3 Demonstration 6.4 Observation
7. Context of assessment	7.1 Competency may be assessed in the workplace or in a simulated workplace.
<b>Accreditation Requirements</b>	
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**OCCUPATION SPECIFIC**  
**Pre-voc 2**

National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

Care Giving: Pre-voc 2  
Unit of Competency

Unit Code and Title	CGPV2007A1- Measure Vital Sign
Nominal Hours	40 Hours
Unit Descriptor	<p>This unit of competency requires the knowledge, skills and attitude to measure vital signs as per work place standard</p> <p><b>Performance Criteria</b></p> <p><i>Italicized</i> terms are elaborated in the range of variables</p>
Elements of Competency	<p>1. Select and collect tools, material and equipment</p> <p>1.1 <i>Tools, materials and equipment</i> are selected as per requirement</p> <p>1.2 Tools, materials and equipment are collected as per requirement.</p> <p>1.3 Tools, materials and equipment are checked for proper functioning.</p> <p>1.4. Tools, materials and equipment are prepared for measurement of vital sign</p> <p>1.5 <i>PPE</i> is selected and used.</p> <p>2. Measure Blood Pressure(B.P)</p> <p>2.1 Person is positioned and prepared accordingly.</p> <p>2.2 Blood Pressure machine calf is fitted as per standard.</p> <p>2.3 B.P is measured and recorded as per work place practices.</p> <p>2.4 B.P machine calf is put-off and equipment is kept in as per work place practices.</p> <p>3. Measure temperature and weight</p> <p>3.1 Thermometer is placed as per instruction.</p> <p>3.2 Body temperature is taken as per standard.</p> <p>3.3 Temperature is recorded on the temperature <i>chart</i>.</p> <p>3.4 Thermometer is put out and cleaned as per standard.</p> <p>3.5. Thermometer is stored as per manufacturer's standard.</p> <p>3.6 Body weight is measured and recorded as per work place practices.</p> <p>4. Count pulse and respiration</p> <p>4.1 Position of the person is selected as per requirement.</p> <p>4.2 Middle index finger is used to count pulse.</p> <p>4.3 Pulse is felt gently and counted.</p> <p>4.4 Pulse and respiration is recorded in record chart and reported.</p> <p>5. Maintain Intake Output chart</p> <p>5.1 Intake liquid is measured as per standard.</p> <p>5.2 Output liquid is measured as per standard.</p> <p>5.3 Intake output <i>chart</i> is maintained and reported as per workplace practices</p> <p>6. Clean and store</p> <p>6.1 Clean the equipment as per manufacturer's standards.</p> <p>6.2 Store the equipment in designated place/s.</p>
Range of Variables	<p><b>Range ( May include but not limited to):</b></p> <p>1. Tools</p> <p>1.1 Stethoscope</p> <p>1.2 Blood Pressure machine (Analogue )</p> <p>1.3 Clinical thermometer</p> <p>1.4 Measuring jar/Bag</p> <p>1.5 Weight machine</p> <p>1.6 Height measuring scale</p> <p>2. Material and Equipment</p> <p>2.1 Pen (Black)</p> <p>2.2 Pencil (red)</p> <p>2.3 Record chart</p> <p>2.4 Note book/ plain paper</p> <p>3. PPE</p> <p>3.1 Hand washing equipment and materials</p> <p>3.2 Masks</p> <p>3.3 Gloves</p> <p>4. Chart</p> <p>4.1 Intake and output chart</p>

**Evidence Guide**

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.

1. Critical aspect of competency	1.1 Follow OSH 1.2 Measure blood pressure, temperature, weight, height, pulse, respiration and intake- output. 1.3 Maintain chart and report.
2. Underpinning knowledge.	2.1 Normal range of Blood pressure, temperature, pulse, respiration and weight, height.
3. Underpinning skills	3.1 Measurement of blood pressure, temperature, pulse, respiration and intake- output. 3.2 Record the measurements in the chart. 3.3 Handling of tools and equipment.
4. Required attitude	4.1 Committed to his/ her own responsibilities. 4.2 Committed to carry-out the relevant activities. 4.3 Eagerness to learn. 4.4 Respect others. 4.5 Maintain time. 4.6 Clean and keep the equipment in proper place.
5. Resource implication	5.1 Blood Pressure instrument. 5.2 Stethoscope. 5.3 Thermometer. 5.4 Counter. 5.5 Pen, paper, note book, chart. 5.6 Cleaning agent for hand washing and thermometer. 5.7 Measuring jar 5.8 Weight machine
6. Methods of assessment	6.1 Written test. 6.2 Oral question. 6.3 Demonstration. 6.4 Observation.
7. Context of assessment	7.1 Competency may be assessed in the workplace or in a simulated workplace.

**Accreditation Requirements**

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**Care Giving: Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	<b>CGPV2008A1- Care of Elderly Person</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to take care of the elder person.
<b>Elements of Competency</b>	<b>Performance Criteria</b>  <i>Italicized</i> terms are elaborated in the range of variables
1. Select and collect tools, materials and equipment	1.1 <i>Tools, materials and equipment</i> are selected as per requirement. 1.2 Tools, materials and equipment are collected as required. 1.3 Tools, materials and equipment are checked for proper functioning. 1.4. Tools, materials and equipment are arranged for giving care to the elder person 1.5 PPE is used and worn.
2. Communicate and maintain safe environment	2.1 Communicate with elder person with showing positive attitude as per workplace protocols/ guidelines. 2.2 Respect the opinions and responds accordingly 2.3 Maintain privacy 2.4 Non verbal cues like posture, gesture, facial expression, eye movement etc. are well understood. 2.5 Cleanliness of the beds and surrounding are maintained as per workplace practices. 2.6 Persons are assisted for safe movement, walking or on wheel chair. 2.7 Danger objects are kept away as per workplace practices.
3. Maintain health hygiene and safety	3.1 The elder person is assisted for hygienic bath as per requirement. 3.2 Ensured that bathroom and sandals are not slippery and shower is not out of order. 3.3 Temperature of the water is checked and maintained according to the condition. 3.4 Soap, shampoo, nail brush, nail cutter, rubbing materials made accessible as per workplace practices. 3.5 Proper dress-up, bathing, clothing, shower, meals are encouraged and supported as per workplace care protocols.

4. Maintain nutritional and orodental care	<p>4.1 The elder person is assisted to meet nutritional requirement as per workplace standards.</p> <p>4.2 Healthy environment is provided during taking meals as per workplace standard.</p> <p>4.3 The person is assisted to take meals in proper position as per condition.</p> <p>4.4 Foods are checked and monitored before eating as per workplace standard.</p> <p>4.5 Hands are washed following hand washing procedures before serving the meals or assisted for meals.</p> <p>4.6 Safe and pure drinking water is served.</p> <p>4.7 Oro-dental care is taken in the morning and after each meal according to the person condition.</p>
5. Maintain physical exercise and help to take medicine	<p>5.1 Elder person is assisted during movement and walking</p> <p>5.2 Physical exercise is provided as per requirement/ or physician's order physical activities are encouraged.</p> <p>5.3 Motivated to the person on physical exercise, meals and cleanliness.</p> <p>5.4 Person is supported to take Medicine/ nebulizer as per physician's instructions.</p> <p>5.5 Maintain record chart and report as per instruction.</p> <p>5.6 Blood sugar is checked as per instruction.</p> <p>5.7 Diabetic chart is maintained and report as per instruction</p>

#### Range of Variables

Variable	Range (May include but not limited to):
1. Equipments and materials	<p>1.1 Bucket and mug</p> <p>1.2 Floor cleaning reagent and swab</p> <p>1.3 Plate, bati, spoon, drinking glass</p> <p>1.4 Soap, shampoo</p> <p>1.5 Tooth paste</p> <p>1.6 Tooth brush</p> <p>1.7 Comb</p> <p>1.8 Nail cutter</p> <p>1.9 Pen and pencil (Black and red)</p> <p>2.10 Wheel chair</p> <p>2.11 Movable toilet pan</p>
2. Tools	<p>2.1 Nebulizer</p> <p>2.3 Glucometer</p>
3. Chart	<p>3.1 Intake and output chart.</p> <p>3.1 Diabetic chart</p>

#### Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.

1. Critical aspect of competency	<p>1.1 Follow OSH</p> <p>1.2 Verbal and non verbal communication.</p> <p>1.3 Health hygiene, nutrition, oral care , exercise.</p> <p>1.4 Maintain intake, output and diabetic charts.</p>
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2. Underpinning knowledge	1.1 Nutritional requirement, Importance of hygiene, exercise, and oral care. 1.2 Safe and clean environment.
3. Underpinning skills	3.1 Hygienic bath, oral care, diet, nebulizer. 3.2 Time management. 3.3 Exercise.
4. Required attitude	4.1 Committed to his/ her own responsibilities. 4.2 Committed to carry-out the relevant tasks. 4.3 Eagerness to learn. 4.4 Respect others. 4.5 Maintain safe environment and time. 4.6 Clean and keep the materials in proper place.
5. Resource implication	5.1 Floor cleaning reagent and swab 5.2 Soap, shampoo 5.3 Tooth paste and tooth brush 5.4 Comb 5.5 Nail cutter 5.6 Pen and pencil (Black and red) 5.7 Wheel chair 5.8 Movable toilet pan 5.9 Nebulizer 5.10 Glucometer 5.11 Record and report chart
6. Method of assessment	6.1 Written examination 6.2 Oral question 6.3 Demonstration 6.4 Observation 6.5 Assessment check lists.
7. Context of assessment	7.1 Competency may be assessed in the workplace or in a simulated workplace.

#### **Accreditation Requirements**

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National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

**Care Giving: Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	CGPV2009A1- Care of child (1 to 10 years)
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to give care to the child as per workplace standards
<b>Elements of Competency</b>	<b>Performance Criteria</b>  <i>Italicized</i> terms are elaborated in the range of variables
1. Select and collect materials, equipment and charts.	<p>1.1 <i>Materials, equipment and charts</i> are selected as per requirement.</p> <p>1.2 Materials, equipment and chart are collected as required.</p> <p>1.3 Materials, equipment and chart are checked for proper functioning.</p> <p>1.4. Materials, equipment and chart are prepared for giving care to the child.</p>
2. Build rapport and maintain safe environment	<p>2.1 Built a good relationship with child as per work place practices.</p> <p>2.2 The child's likes or dislikes are given preferences.</p> <p>2.3 Positive attitude towards caring children are shown as per <i>child rights</i>.</p> <p>2.4 Health awareness is provided to the children and parents on bonding relationship with the family members and others.</p> <p>2.5 Problems are listened actively as per communication protocol.</p> <p>2.6 Conducive environment are maintained eg. lighting, air, ventilation.</p> <p>2.7 Danger objects are moved and clean, safe, and pleasant environment is maintained as per workplace standards.</p>
3. Maintain health and hygiene	<p>3.1 Health, hygiene and hand washing procedures are explained.</p> <p>3.2 The children are assisted to take bath as per requirement.</p> <p>3.3 Ensured that bathroom is cleaned and water is safe.</p> <p>3.4 Water temperature is checked according to the condition.</p> <p>3.5 Soap, shampoo, nail brush, body lotion/oil, rubbing material, are used according to child age and condition.</p> <p>3.6 Clothes are wearing as per workplace practice/rules.</p> <p>3.7 Materials are kept in proper places as per workplace practice/rules</p>
4. Maintain nutritional requirement	<p>4.1 The child is assisted to take meals in time with proper positioning as per workplace practice or instruction in a clean environment.</p> <p>4.2 Provided clean plate, drinking glass, pure and safe water as per workplace practices</p> <p>4.3 Hands are washed before serving meals following hand washing procedure.</p>

	<p>4.4 Meals are checked and monitored as per standards.</p> <p>4.5 Mothers are encouraged to give breast feed to the child according to age.</p> <p>4.6 Food nutrition is maintained as per instruction and chart or picture is hanged on nutrient foods.</p>
5. Maintain oro-dental care and mental refreshment	<p>5.1 Importance of oral care is explained and Child is encouraged to take oral care after each meal.</p> <p>5.2 Child is oriented with the procedure of tooth brushing techniques.</p> <p>5.3 Playing place, time and materials are provided as per condition, age and workplace practices.</p> <p>5.4 The child is accompanied as per requirement.</p>

#### Range of Variables

Variable	Range ( May include but not limited to):
1. Equipment and material	<p>1.1 Bucket/shower.</p> <p>1.2 Soap, shampoo, oil/ body lotion.</p> <p>1.3 Towel.</p> <p>1.4 Plate, bati, spoon, drinking glass.</p> <p>1.5 Tooth paste, tooth brush, body lotion.</p> <p>1.6 Floor cleaning agents.</p> <p>1.7 Air freshener.</p> <p>1.8 Pure and safe water.</p>
2. Charts, posters, playing materials and books	<p>2.1 Posters and charts for health education on hand hygiene, foods are available</p> <p>2.2 Playing materials as ball, doll, quis, game, etc.</p> <p>2.3 Books according to age.</p> <p>2.4 Chart for child rights including do's don'ts of child handling.</p>

#### Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the version of the Unit of Competency.

1. Critical aspect of competency	<p>1.1 Follow OSH</p> <p>1.2 Identify safety and danger.</p> <p>1.3 Maintain hygiene, nutrition, oral care, accompanied with child.</p>
2. Underpinning knowledge	<p>1.1 Water temperature, nutritional requirement, hygiene, importance of oral care.</p> <p>1.2 Techniques of child motivation</p> <p>1.3 Safe environment</p>
3. Underpinning skills	<p>3.1 Hygienic bath.</p> <p>3.2 communication.</p> <p>3.3 Time management.</p>
4. Required attitude	<p>4.1 Committed to his/ her own responsibilities.</p> <p>4.2 Committed to carry-out the relevant activities.</p> <p>4.3 Eagerness to learn.</p> <p>4.4 Respect others.</p> <p>4.5 Maintain time.</p> <p>4.6 Clean and keep the materials in proper place.</p>

5. Resource implication	5.1 Bucket/shower 5.2 voap, shampoo, oil/ body lotion 5.3 Plate, bati, spoon, drinking glass 5.4 Tooth paste, tooth brush, body lotion 5.5 Floor cleaning agents and swab. 5.6 Air freshener. 5.7 Pure and safe water 5.8 Bath thermometer 5.9 Cleaning agent for hand washing. 5.10 Posters and charts for health education on hand hygiene and foods. 5.11 Playing materials as ball, doll, quis, game, etc. 5.12 Books according to age. 5.13 Chart for child rights including do's don'ts of child handling.
6. Methods of assessment	6.1 Written test 6.2 Oral questions 6.3 Demonstration 6.4 Observation
7. Context of assessment	7.1 Competency may be assessed in the workplace or in a simulated workplace.

#### **Accreditation Requirements**

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BANGLADESH TECHNICAL EDUCATION BOARD

Competency Standard Development Committee

National Competency Standard

for

Care Giving

(NTVQF Prevocational Qualification Level 2)

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