

Model Curriculum

Name- Healthcare Hygiene and Housekeeping Aide

QP Code- HSS/Q5606

QP Version- 1.0

NSQF Level- 3

Healthcare Sector Skill Council || Healthcare Sector Skill Council,520, DLF Tower A, 5th Floor, Jasola District Centre, New Delhi – 110025

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Training Parameters

Sector	Healthcare
Sub-Sector	Allied Health and Paramedics
Occupation	Non Direct Care
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5329.0101
Minimum Educational Qualification and Experience	10th Class pass OR 8th grade pass with 2 years of NTC OR 8th grade pass with 1 year NTC plus 1 year NAC OR 8th grade pass with 1 year NTC plus 1 year CITS OR 8th grade pass with 2 Years of relevant experience
Pre-Requisite License or Training	
Minimum Job Entry Age	18 Years
Last Reviewed On	15/02/2023
Next Review Date	15/08/2023
NSQC Approval Date	15/02/2023
QP Version	1.0
Model Curriculum Creation Date	
Model Curriculum Valid Up to Date	
Model Curriculum Version	1.0
Minimum Duration of the Course	210 Hours
Maximum Duration of the Course	210 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Express the basic structure and function of healthcare delivery system in India.
- Describe basic structure and function of the human body.
- Discuss & verbalize the role of a Healthcare Hygiene and Housekeeping Aide.
- Maintain proper body mechanics while handling the patient
- Ensure patient safety while carrying out transportation
- Prepare patient unit
- Maintain proper storage and security condition for stock.
- Manage inventory of equipment.
- Maintain interpersonal relationships with others.
- Maintain professional conduct at all times.
- Maintain a safe, healthy, and secure working environment.
- Follow infection control and sanitization policies and procedures as per sectoral work requirements.
- Segregate and dispose of waste disposal according to the SOPs.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
HSS/N5135: Provide support in routine activities of in-patient department	04:00	01:00	00:00	00:00	05:00
Module 1: Introduction to healthcare delivery systems	02:00	00:00	00:00	00:00	02:00
Module 2: Role and responsibilities of a Healthcare Hygiene and Housekeeping Aide	02:00	01:00	00:00	00:00	03:00
HSS/N5134: Transferring patients and their samples, drugs, documents within the hospital	26:00	49:00	00:00	00:00	75:00
Module 3: Body Mechanics/ Positioning/ Transportation of patient	15:00	30:00	00:00	00:00	45:00

Module 4: Transport sample, drugs and document within the set up	11:00	19:00	00:00	00:00	30:00
HSS/N5135: Provide support in routine activities of in-patient department	20:00	50:00	00:00	00:00	70:00
Module 5: Setting up of patient unit	10:00	30:00	00:00	00:00	40:00
Module 6: Healthcare Housekeeping	10:00	20:00	00:00	00:00	30:00
HSS/N9620: Comply with infection control and biomedical waste disposal policies	10:00	20:00	00:00	00:00	30:00
Module 9: Infection control policies and procedures	05:00	10:00	00:00	00:00	15:00
Module 8: Bio-medical waste management	05:00	10:00	00:00	00:00	15:00
Total	60:00	120:00	00:00	00:00	180:00
Module 9: Mapped to DGT/VSQ/N0101 Employability skills (30 hrs)	30:00	00:00	00:00	00:00	30:00
Total	90:00	120:00	00:00	00:00	210:00

Module Details

Module 1: Introduction to healthcare delivery systems

Mapped to: HSS/N5135

Terminal Outcomes:

- Describe the basic structure and function of healthcare delivery system in India.

Duration: 02:00	Duration: 0:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the healthcare delivery system in India at the primary, secondary, tertiary, and quaternary levels. • Distinguish between various types of healthcare setting like Uni-specialty clinic, polyclinic, PHC, CHC, Medical store, diagnostic facility, etc. • Differentiate between various healthcare settings like hospitals, home settings, digital healthcare, pharmacies, diagnostics, community healthcare, rehabilitation, hospice care, specialty-based care settings, etc. • List different departments in a hospital. 	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Visit to various healthcare settings for field assignment	

Module 2: Role and responsibilities of a Healthcare Hygiene and Housekeeping Aide

Mapped to: HSS/N5135

Terminal Outcomes:

- Describe the key roles and responsibilities of a Healthcare Hygiene and Housekeeping Aide.

Duration: 2:00	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the role and responsibilities of the Healthcare Hygiene and Housekeeping Aide. Distinguish between the scope of work of a Healthcare Hygiene and Housekeeping Aide and that of other healthcare professionals. Discuss the roles of multi-disciplinary team personnel. Discuss the role of Healthcare Hygiene and Housekeeping Aide in the different departments of hospital such as IPD department, OPD department, laboratory, Radiology, etc Explain the challenges and limitations of the role. 	<ul style="list-style-type: none"> Prepare a chart depicting roles and responsibilities of a Healthcare Hygiene and Housekeeping Aide.
-Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
3D models of human body and accessory organs, model human skeletal system, organ specimen, medical equipments like weighing machine, height meter	

Module 3: Body Mechanics/ Positioning/ Transportation of patient

Mapped to: HSS/N5134

Terminal Outcomes:

- Explain the use of correct body mechanics to prevent any injury to self and patient.
- Explain the importance of positioning.
- Demonstrate different positions.
- Demonstrate the use of assisted devices like wheelchair, stretcher, walker, crutches and canes in the mobility and transportation of patient.

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes <ul style="list-style-type: none"> • Explain the kinetics of joints and movements. • Discuss mechanisms that affect movements in human body. • Explain general principles of movements. • Discuss about the proper body mechanics. • Explain the process and precautions to be taken care while transferring the patient. • Describe standards for prevention of patient’s fall. • Describe measures to be taken to prevent falls. • Describe action in event of a fall incident. • Describe importance of positioning for a patient in treatment and recovery. • Explain various types of positions • Describe various kinds of means available for transferring patients. • Describe care to be taken while transferring patient. • Discuss importance of physical moments for wellbeing. • Describe usage of modes used for mobility and their maintenance. • Describe care while patient is walking or using assisted devices. 	Practical – Key Learning Outcomes <ul style="list-style-type: none"> • Demonstrate usage of wheelchair, stretcher, shifting of patient from bed to stretcher, stretcher to bed or table. etc., and in special situations. • Demonstrate usage of assisted devices like walker, cane, crutches etc while walking the patient. • Demonstrate the various types of positions. • Demonstrate the correct use of body mechanics while lifting or transferring the patient.
Classroom Aids: Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements Nursing manikin, wheelchair, stretcher, cane, crutches, walker, bed, etc	

Module 4: Transport sample, drugs and document within the set up

Mapped to: HSS/N5134

Terminal Outcomes:

- Describe the protocols, process and policies for transportation of patient document, drugs and sample.
- Explain the importance of maintaining documentation and records.

Duration: 11:00	Duration: 19:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the correct sample/ drug and document is being transferred with in the set up. • Ensure that document/ drug/ sample has transferred to the right person/ department. • Describe relevant protocols, good practices, standards, policies and procedures while transferring the sample, drug or document. • Explain use and importance of records and reports • Explain various types of records and its importance • Explain the importance of maintaining confidentiality of documents. • Describe in detail about various consent forms. • Explain the process of updating follow-up register as per organizational policies 	<ul style="list-style-type: none"> • Demonstrate the process of transferring document and sample in different departments. • Enter data in various forms and format according to the standard guidelines.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Tools, equipment, trolley, beds, sample formats of reports and hospital documents, consumables, etc	

Module 5: Setting up of patient unit

Mapped to: HSS/N5135

Terminal Outcomes:

- Demonstrate the method of Bed making.
- Discuss the different types of bed.
- Segregation and transportation of clean and soiled linen
- Describe the procedure to clean different surfaces
- Perform cleaning activities in the correct sequence

Duration: 10:00	Duration: 30:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss about the types of linen used in healthcare set-up. • Recognize the need of periodic changing of linen. • Elaborate various types of surfaces and appropriate cleaning equipment, and agents required for each surface • List various cleaning methods for different surfaces • Explain specific methods of cleaning spillage • Discuss the correct sequence of cleaning activities. • Develop understanding & procedures of Hand Hygiene. • Discuss the techniques of Grooming. • Explain the importance of using PPE. • Explain the importance of maintaining privacy and dignity of the patient. • Discuss the way of checking working condition of all equipment, material and items required for procedure. • Describe how to assist the medical staff in measurement of patient such as height and weight. • Describe the process of reporting the changes in patients' overall condition. • Discuss about the process of changing and transporting laundry/ linen on the floor. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate preparation of an empty bed, occupied bed and room after discharge etc. • Prepare room/unit for admission and procedure. • Demonstrate the process of checking parameters like height, weight through digital scale. • Demonstrate the procedures for cleaning different areas/surfaces • Demonstrate room cleaning procedure in the correct sequence • Employ appropriate techniques to clean the spillage according to the floor type, size, and type of spillage
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Nursing manikin, wheelchair, stretcher, cane, crutches, walker, bed, spill kit, linen, blanket, pillow, pillow cover, PPE etc	

Module 6: Healthcare Housekeeping

Mapped to: HSS/Q5135

Terminal Outcomes:

- Perform housekeeping activities apart from cleaning.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain proper storage of housekeeping equipment and/or materials like brushes, brooms, disinfectants, rags, and hand gloves. • Explain about importance of maintain inventory of cleaning materials like brooms, disinfectants, toilet rolls, etc. • Explain importance of cleanliness at the workplace. • Discuss the importance of routine service and maintenance of cleaning equipment • Discuss about supply of safe drinking water for patient, visitors, and staff. • Explain the importance of cleaning and emptying of urobag, urinal and bedpan. • Explain proper disposal and dispersal of waste as per BMWM guidelines. • Discuss about disinfection process of surfaces, equipment, and soiled linen. • Discuss the ways of checking efficacy of sterilization or disinfection performed. • Explain the correct methods for handling, segregation, and transport of used and unused linen. • Describe about the decontamination process of commonly used basic patient care equipment and soiled linen. • Explain waste management techniques. 	<ul style="list-style-type: none"> • Demonstrate use of personal protective equipment & personal hygiene practices while handling waste. • Demonstrate hand hygiene. • Demonstrate storage management techniques. • Demonstrate the method of cleaning of bedpan and urinal. • Demonstrate the different types of disinfection processes as required for surfaces, equipment, soiled linen, and materials. • Demonstrate the method of disposal of consumable items according to the hospital protocols. • Demonstrate various housekeeping procedures like mopping, sweeping, disposal of waste, laundering etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Disinfectants, drinking water, broom, mops, BMW bins, linen, Hypochlorite, bedpan, urinal, Uro bag, sputum mug, PPE etc	

Module 7: Infection control policies and procedures

Mapped to: HSS/N9620

Terminal Outcomes:

- Develop techniques of self-hygiene
- Apply infection control policies and procedures during daily activities

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the concept of healthy living. • Describe the importance of infection control and prevention. • List strategies for preventing transmission of pathogenic organisms. • Describe the nosocomial infections. • Explain the importance of incident reporting. • Discuss in brief about COVID-19 coronavirus infection. • Explain the concept of immunization. • Describe the hand-hygiene guidelines and procedures used in healthcare-settings. • Explain the importance of using Personal Protective Equipment (PPE). • List the types of PPE. • Describe the process of wearing and removing each of the PPE. • Explain the steps of spill management. • Discuss the process of reporting the incidences of spillage • Explain various vaccinations against common infectious diseases. 	<ul style="list-style-type: none"> • Demonstrate the steps of spillmanagement. • Demonstrate the procedures of handhygiene. • Demonstrate the process of donning and doffing of PPE. • Demonstrate the use of HAZMAT.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Hypochlorite solution, chlorhexidine, alcohol swab, apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol, disposable cartridge and syringes, spill kit	

Module 8: Bio-medical waste management

Mapped to: HSS/N9620

Terminal Outcomes:

- Dispose of different types of biomedical waste in appropriate colour coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Categorize the different types of biomedical waste. • Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of bio-medical waste. • Identify the various types of colour coded bins/containers used for disposal of biomedical waste. • Explain the importance of following local guidelines of biomedical waste disposal. 	<ul style="list-style-type: none"> • Segregate the biomedical waste applying the local guidelines. • Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste. • Prepare a report on the observations from field assignment about the structure of transportation and treatment of biomedical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins Visit to biomedical waste treatment plant for field assignment	

Module 9: Employability Skills (30 hours)

Mapped to DGT/VSQ/N0101 : Employability Skills (30 Hours)

Mandatory Duration: 30:00			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> Discuss the importance of Employability Skills in meeting the job requirements. 	1
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. Show how to practice different environmentally sustainable practices. 	1
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> Discuss 21st century skills. Display positive attitude, self-motivation, problem solving, time management skills and continuous learning mindset in different situations. 	1
4.	Basic English Skills	<ul style="list-style-type: none"> Use appropriate basic English sentences/phrases while speaking. 	2
5.	Communication Skills	<ul style="list-style-type: none"> Demonstrate how to communicate in a well-mannered way with others. Demonstrate working with others in a team. 	4
6.	Diversity & Inclusion	<ul style="list-style-type: none"> Show how to conduct oneself appropriately with all genders and PwD. Discuss the significance of reporting sexual harassment issues in time. 	1
7.	Financial and Legal Literacy	<ul style="list-style-type: none"> Discuss the significance of using financial products and services safely and securely. Explain the importance of managing expenses, income, and savings. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws. 	4
8.	Essential Digital Skills	<ul style="list-style-type: none"> Show how to operate digital devices and use the associated applications and features, safely and securely. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely. 	3
9.	Entrepreneurship	<ul style="list-style-type: none"> Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges. 	7
10.	Customer Service	<ul style="list-style-type: none"> Differentiate between types of customers. Explain the significance of identifying customer needs and addressing them. Discuss the significance of maintaining hygiene and dressing appropriately. 	4
11	Getting ready for apprenticeship & Jobs	<ul style="list-style-type: none"> Create a biodata. Use various sources to search and apply for jobs. Discuss the significance of dressing up neatly and maintaining hygiene for an interview. Discuss how to search and register for apprenticeship opportunities. 	2

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required

Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate	MBBS, BAMS, BHMS	1	1 year working experience in hospital			
B.Sc.	Nursing	1	1 year working experience in hospital			
General Nursing and Midwifery (GNM)	Nursing	2	2 years' working experience in hospital			
Graduate	Any stream	3	3 years' working experience in hospital housekeeping department			
Certificate/ Diploma/Degree	Hotel/ Hospitality Management/ Housekeeping/Hospital administration/ Hospital Management	2	2 years mandatory experience in hospital housekeeping supervision			

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Healthcare Hygiene and Housekeeping Aide" mapped to QP: "HSS/Q5606", version 1.0 with scoring of minimum 80	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with scoring of minimum 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate	MBBS, BAMS, BHMS	2	2 year working experience in hospital			
B.Sc.	Nursing	2	2 year working experience in hospital			
General Nursing and Midwifery (GNM)	Nursing	3	3 years' working experience in hospital			
Graduate	Any stream	5	5 years' working experience in hospital housekeeping department			
Certificate/Diploma/Degree	Hotel/Hospitality Management/ Housekeeping/Hospital administration/ Hospital Management	3	3 years mandatory experience in hospital housekeeping supervision			

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Healthcare Hygiene and Housekeeping Aide" mapped to QP: "HSS/Q5606", version 1.0 with scoring of minimum 90%	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2701" with scoring of minimum 90%.

Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

1. Practical Assessment: This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

2. Viva/Structured Interview: This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment, and equipment etc.

3. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

- i. True / False Statements
- ii. Multiple Choice Questions
- iii. Matching Type Questions.
- iv. Fill in the blanks.
- v. Scenario based Questions.
- vi. Identification Questions

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.
- 7) Mock assessments
- 8) Sample question paper and practical demonstration

References

Glossary

Sector	Sector is a conglomeration of different business operations having similar business 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.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
PPE	Personal Protective Equipment
SOP	Standard Operating Procedure