

Republic of the Philippines
DEPARTMENT OF LABOR AND EMPLOYMENT
Intramuros, Manila

TESDA BOARD REFERENDUM

10 January 2003, Friday
Taguig, Metro Manila

RESOLUTION NO. 2003-01

APPROVING AND ADOPTING THE TRAINING
REGULATION FOR THE CAREGIVER


WHEREAS, the TESDA Advisory Panel (TAP) and the TESDA Experts Panel (TEP) for the Health, Social and Other Community Development Services Sector were organized to determine the occupational requirements, curriculum and assessment for the Caregiver;

WHEREAS, education and training in the Health, Social and Other Community Development Services Sector is one of the critical factors in the development of competencies and skills of the manpower requirements of the industry;

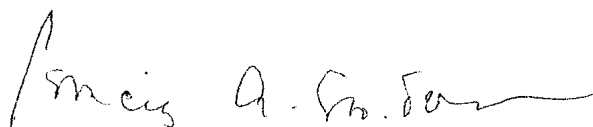
NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the Board approves the Training Regulation for the Caregiver for adoption and implementation;

BE IT RESOLVED FINALLY, that copies of this Resolution and Training Regulation be published and disseminated to all concerned.

Adopted this 29th day of January 2003.


MA. ADORINDA DE JESUS-FORRO
Board Secretary VI

Attested By:


PATRICIA A. STO. TOMAS
Secretary, Department of Labor and Employment
Chair, TESDA Board

DR. EDILBERTO C. DE JESUS

Secretary, Department of Education, Culture and Sports
Co-Chair, TESDA Board

MANUEL A. ROXAS III

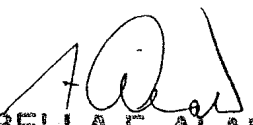
Secretary, Department of Trade and Industry (DTI)
Co-Chair, TESDA Board


LUIS P. LORENZO, JR.

Secretary, Department of Agriculture (DA)
Member, TESDA Board

JOSE D. LINA, JR.

Secretary, Department of Interior and Local Government (DILG)
Member, TESDA Board


① **ESTRELLA F. ALABASTRO**

Secretary, Department of Science and Technology (DOST)
Member, TESDA Board 

DR. ESTER A. GARCIA

Chairperson, Commission on Higher Education (CHED)
Member, TESDA Board

②

DANTE V. LIBAN

Director General, Technical Education and Skills
Development Authority (TESDA)
Member, TESDA Board

③

ATTY. IBARRA A. MALONZO

Chair, EXCOM-TESDA Board
Member, TESDA Board

④

CONCEPCION G. DODD

National President, CLASS-Trade Union Congress of the Philippines
Member, TESDA Board

⑤

TERESITA M. BORGONOS

National Treasurer, Alliance for Progressive Labor (APL)
Member, TESDA Board

⑥

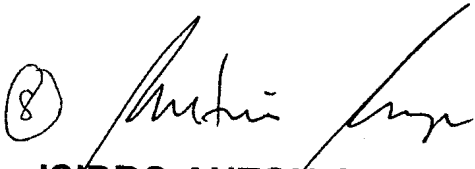
JOVENCIO E. AVENIDO

Vice President for Administration
ALU-Trade Union Congress of the Phils.
Member, TESDA Board

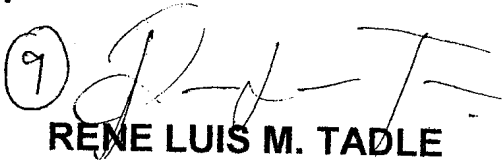
⑦

DR. NONA SALDANA RICAFORT

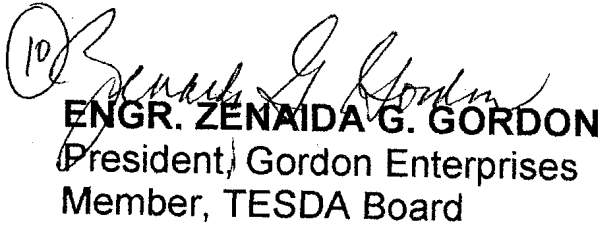
President, Philippine Federation of Business & Professional Women
Member, TESDA Board

⑧ 

ISIDRO ANTONIO C. ASPER
Vice President for International Affairs
Federation of Free Workers
Member, TESDA Board

⑨ 

RENE LUIS M. TADLE
Vice President, UST – Faculty Union
Sec. Gen. Federation of Faculty Association of the Phils.
Member, TESDA Board

⑩ 

ENGR. ZENAIDA G. GORDON
(President) Gordon Enterprises
Member, TESDA Board

DR. JOSELITO S. SANDEJAS
Chairman/President, Professional Managers, Inc.
Member, TESDA Board

DR. ALBERTO VICTOR P. FENIX, JR.
President, New Tech Pulp, Inc.
Member, TESDA Board

⑪ 

ATTY. RANULFO P. PAYOS
President and Chairman of the Board
Change Management International, Inc.
Member, TESDA Board

ISIDRO ANTONIO C. ASPER

Vice President for International Affairs
Federation of Free Workers
Member, TESDA Board

RENE LUIS M. TADLE

Vice President, UST – Faculty Union
Sec. Gen. Federation of Faculty Association of the Phils.
Member, TESDA Board


ENGR. ZENAIDA G. GORDON
President, Gordon Enterprises
Member, TESDA Board

12
1-24-03



DR. JOSELITO S. SANDEJAS

Chairman/President, Professional Managers, Inc.
Member, TESDA Board

DR. ALBERTO VICTOR P. FENIX, JR.

President, New Tech Pulp, Inc.
Member, TESDA Board



ATTY. RANULFO P. PAYOS

President and Chairman of the Board
Change Management International, Inc.
Member, TESDA Board

13 

DR. TERESITA U. QUIRINO
President, Technological Institute of the Philippines (TIP)
Member, TESDA Board

14 

BISHOP PRECIOSO D. CANTILLAS
Most Rev. Bishop
Member, TESDA Board

CAREGIVER

TRAINING REGULATION



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

Contents

Introduction	1
General Principle	2
Job Description	3
Index of Knowledge Requirement	4
Knowledge Requirement	5
Index of Competency Requirement	9
Competency Requirement	10
Competency Chart	13
Program Description	17
Program Goal	17
Program Objectives	17
Entry Requirements	18
Competencies	19
Trainer's Qualification	64
Facilities Requirement	64
List of Materials	65
List of Tools and Equipment/Instruments	66

**Occupational Skills Standard
for**

CAREGIVER

INTRODUCTION

This occupational skills standard defines the **MINIMUM** required stock of knowledge and competencies a skilled worker must possess to qualify as a **CAREGIVER**. Skilled workers are granted a National Certificate (NC) under this occupational title once they pass the competency assessment.

Purpose

1. To upgrade the level of skills of workers in the **HEALTH, SOCIAL AND OTHER COMMUNITY DEVELOPMENT SECTOR** with the end view of coming up with quality products/services, optimal use of equipment, tools and materials and increased productivity.
2. To provide employers with a structured basis in the preparation of job specifications necessary for salary/wage administration.
3. To enhance the development of human resources through a precise assessment of skilled workers in the **HEALTH, SOCIAL AND OTHER COMMUNITY DEVELOPMENT SECTOR**.
4. To serve as a basis in the establishment of a competency assessment and certification system, which can be used for setting up of a qualified pool of **CAREGIVERS** ready to serve both domestic and overseas requirements
5. To serve as basis in the development of training programs over the full range of training modalities including those of the Technical Vocational Institutions, apprenticeships, learnerships, enterprise-based training and community-based programs.
6. To facilitate the setting up of a machinery for the determination of appropriate and adequate remuneration and
7. Finally, to reaffirm the government's goal of professionalizing the skilled workers for which role the TESDA Occupational Qualification and Certification System (TOQCS) was established.

- National Certificate (NC) – a certificate awarded to an individual possessing a set of recognized competencies allotted to defined levels of qualification in the Philippine TVET Qualification Framework
- People with Special Needs (Disabilities) - a person incapable of performing specific tasks either physically, mentally and/or behaviorally.

JOB DESCRIPTION

A Caregiver provides personal care and services to people who are in need of such care at either the client's home (without employer's supervision) or at an institution.

In particular, a caregiver can perform the following -

1. Provides care and support to infants and toddlers
2. Provides care and support to children
3. Fosters the social, intellectual and emotional development of children
4. Fosters the physical development of children
5. Provides care and support to elderly people
6. Provides care and support to people with special needs
7. Maintains healthy and safe environment
8. Responds to emergencies
9. Cleans living room, dining room, bedrooms, toilet and bathroom
10. Washes and irons clothes, linens and fabrics
11. Prepares hot and cold meals
12. Establishes Professionalism at the Workplace

INDEX OF KNOWLEDGE REQUIREMENT

1.1 Materials: Specifications and Uses

Alcohol	Face towel
All-purpose soap	Feeding bottles with nipples
Baby oil	First Aid kit
Basins	Flat Sheet
Bath soap	Gloves
Bath towel/towelettes	Hot Water bag
Bedpan	Ice Cap
Bed sheets	Light Duty Detergent
Betadine	Light Duty Soap/Mild Soap
Bib	Liquid Soap (Cleaning Bottles)
Blankets/comforters	Medicines
Bleaching solution *	Menus/Recipes (Assorted)
Books/ Manuals (Children)	Milk Powder
Bottle brush (Cleaning Feeding Bottles)	Musical Instruments
Burping Cloth	Napkins
Carpet *	Nursery Rhymes
Client's gown	Pacifiers
Coffee	Pail
Clothes and underwear	Paper Sandwich bags
Clothes Brush	Pencils
Clothes Hampers	Pillow Cases
Clothes Hangers	Pillows/Throw pillows
Cotton Balls	Plants, Flowers
Cotton Containers	Record book
Cotton buds	Rubber Sheets
Condiments	Shampoo (Hair)
Cream	Soap
Detergents (Assorted)	Toys (Assorted), games and accessories
Deodorants (Assorted)	Wash Cloth
Dirty Clothes, linens and fabrics	Washing Solution
Disinfectants (Assorted)	Washing Machine Detergent
Fabric Softener	Writing Pads
Food Items (dairy, vegetable, bread, meat and fruits)	Garbage bag

(* Optional)

INDEX OF KNOWLEDGE REQUIREMENT

1.3 Mathematics and Mensuration

- Four fundamental operations
- Unit conversion (temperature degrees and dosage)
- Dietary allowances
- Milk measurement (formula preparation)
- Unit measurement (Food)

1.4 Trade Theory

- Personal hygiene, good grooming and social graces
- Health, safety and sanitation practices
- Work ethics and values
- Working in the context of organizational policies and procedures
- Proper health care for people with special needs
- Disease transmission and prevention
- Types, uses and maintenance of child's paraphernalia and accessories
- Types, uses and maintenance of infants and toddlers' paraphernalia/accessories
- Chemical handling and disposal techniques
- Types, uses and maintenance of medical kit
- Types, uses and maintenance of household appliances and equipment
- Time and work management
- Basic infant care and the dependent nature of infant and toddlers
- How to respond to infants and toddlers
- Different distress/pain demonstrated by infants/toddlers and their indication
- Understanding the non verbal cues of infants and toddlers
- Removing dirt, stains and grease/mud
- Different personal needs of elderly and people with special needs
- Mobilizing and transferring people with special needs
- Dietary requirements of children, elderly and people with special needs
- Basic knowledge of different types of disabilities and their effects on clients need
- Understanding the support requirement for people with special needs
- Understanding the emotional, social, physical and intellectual development of infants/toddlers
- Knowledge of child development stages and process
- First aid treatment
- Types and uses of clothes and underwear
- Nutritional food and proper diet
- Importance of culture in the development of self esteem
- Understanding the culture of the country of destination
- Theory of motivation, individual differences and interpersonal skills
- Types, uses and maintenance of books and manuals
- Types, uses and maintenance of rooms
- Process of ageing

INDEX OF COMPETENCY REQUIREMENTS

- 2.1 Provide Care And Support To Infants And Toddlers
- 2.2 Provide Care And Support To Children
- 2.3 Foster The Social, Intellectual, Creative And Emotional Development Of Children
- 2.4 Foster The Physical Development Of Children
- 2.5 Provide Care And Support To Elderly People
- 2.6 Provide Care And Support To People With Special Needs
- 2.7 Maintain A Healthy And Safe Environment
- 2.8 Respond To Emergencies
- 2.9 Clean Living Room, Dining Room, Bedrooms, Toilet And Bathroom
- 2.10 Wash And Iron Clothes, Linens And Fabrics
- 2.11 Prepare Hot And Cold Meals
- 2.12 Establish professionalism in the workplace

COMPETENCY REQUIREMENT

2.6 Provide Care and Services to People with Special Needs

- 2.6.1 Establish and maintain an appropriate relationship with people with special needs
- 2.6.2 Provide appropriate support to people with special needs
- 2.6.3 Assist in maintaining the well being of people with special needs
- 2.6.4 Assist people with special needs to identify and meet their needs
- 2.6.5 Assist in maintaining an environment that enables maximum independent living

2.7. Clean Living Room, Dining Room, Bedrooms Bathroom and Toilets

- 2.7.1 Clean surfaces and floors
- 2.7.2 Clean furnishings and furniture
- 2.7.3 Make up beds and cots
- 2.7.4 Clean bathroom and toilet
- 2.7.5 Sanitize rooms
- 2.7.6 Maintain clean room environment

2.8. Wash and Iron Clothes, Linens and Fabrics

- 2.8.1 Check and sort clothes, linens and fabrics
- 2.8.2 Remove stains
- 2.8.3 Prepare laundry equipment and supplies
- 2.8.4 Perform laundry
- 2.8.5 Iron clothes, linens and fabrics

2.9. Prepare Hot and Cold Meals

- 2.9.1 Prepare ingredients according to recipes
- 2.9.2 Cook meals and dishes
- 2.9.3 Prepare appetizers and sandwiches
- 2.9.4 Prepare sauces, dressings and garnishes
- 2.9.5 Prepare desserts and salads
- 2.9.6 Present center piece and prepared meals and dishes
- 2.9.7 Store foods and excess ingredients
- 2.9.8 Store and convert unconsumed cooked and uncooked food

Competency Chart for CAREGIVER

Competencies

Provide Care and Support To Infants And Toddlers	Comfort infants and toddlers	Bathe and dress infants and toddlers	Feed infants and toddlers	Put infants and toddlers to sleep	Enhance social, physical, intellectual, creative and emotional activities of infants /toddlers
--	------------------------------	--------------------------------------	---------------------------	-----------------------------------	--

Provide Care and Support To Children	Instill personal hygiene practices to children	Maintain children's paraphernalia	Bathe and dress children	Feed children
--------------------------------------	--	-----------------------------------	--------------------------	---------------

Foster Social, Intellectual, Creative and Emotional Development of Children	Foster child's independence and autonomy	Encourage child to express their feelings, ideas and needs	Stimulate children's awareness and creativity	Encourage children to support each other	Foster child's self esteem and development of self-concept
---	--	--	---	--	--

Foster Physical Development of Children	Enhance physical activities of children	Create opportunities for children to develop a wider range of physical development	Provide opportunities for rest	Provide experience to support physical development of children
---	---	--	--------------------------------	--

Continuation... CAREGIVER

Competencies

<p>Prepare Hot And Cold Meals</p>	Prepare ingredients according to recipes	Cook meals and dishes according to recipes	Present cooked dishes	Prepare sauces	Prepare appetizer	Present butter designs
---------------------------------------	--	--	-----------------------	----------------	-------------------	------------------------

Prepare desserts	Prepare salad	Prepare sandwiches	Prepare dressing and garnishes	Store wet and dry foods and ingredients	Store and convert unconsumed cooked food
------------------	---------------	--------------------	--------------------------------	---	--

Store/convert uncooked food

<p>Maintain Healthy and Safe Environment</p>	Maintain clean and hygienic environment	Provide safe environment	Supervise safety of client
--	---	--------------------------	----------------------------

Program Description

The Caregiver instructional program has been designed to provide care and services to infants/toddlers, children, elderly people and people with special needs. The program is specifically developed to equip the learners with relevant employable skills in caregiving. It is thus intended to improve quality of service in performing caregiving tasks in a private household or in an institution, local and overseas.

Program Goal

The program aims to develop the required competencies of a caregiver in accordance with the set standard by the Technical Education and Skills Development Authority or TESDA. This program is specifically designed to equip the learners with required competencies to perform the duties, responsibilities and acquired attitude relevant to the job title – Caregiver. It is thus intended to improve quality of service in performing these competencies in a private household or in an institution, local and overseas.

The program covers three major competencies –

- Child Care
- Elderly Care
- Care of People with Special Needs

Program Objectives

By completion of the program, the learners are competent in the following –

A. Child Care

1. Provide Care And Support To Infants And Toddlers
2. Provide Care And Support To Children
3. Foster The Social, Intellectual And Emotional Development Of Children
4. Foster The Physical Development Of Children
5. Maintain A Healthy And Safe Environment
6. Respond To Emergencies
7. Clean Living Room, Dining Room, Bedrooms, Toilet And Bathroom
8. Wash And Iron Clothes, Linens And Fabrics
9. Prepare Hot And Cold Meals
10. Establish Professionalism at the Workplace

Occupational Title: Caregiver
Qualification Level: NC II
Competency: Provide Care and Support to Infants and Toddlers

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
1. Comfort infants and toddlers	<ul style="list-style-type: none"> • Distressed infants/toddlers are responded to by workers in a relaxed and calm manner • Infants/toddlers are picked up and cuddled appropriately 	<ul style="list-style-type: none"> • Basic infant care • The dependent nature of infant and toddlers • Responses to infants – <ul style="list-style-type: none"> > Imitating infants vocalization > Talking > Singing > Laughing > Rhymes > Finger Games > Holding and dancing > Gentle Bouncing > Playing > Substituting activities • Different distress and pain demonstrated by infants– <ul style="list-style-type: none"> > Crying / whining > Appearing withdrawn > Squirming > Lack of eye contact > Sleep difficulties > Not playing or not playing creatively > Unresponsive (hearing problems) 	<ul style="list-style-type: none"> • Interpersonal Skills • Creative Skills • Ability to respond appropriately to infants/toddler's distress cues • Ability to assess and respond appropriately to infants/toddlers need • Ability to establish bonding with infant/toddler • Communication skills (listening, speaking, verbal and non-verbal cues) 	<p>A childcare workplace where the ff. can be found -</p> <ul style="list-style-type: none"> • Infants crib/bed • Blankets/ comforters • Sterilizer • Stroller • Infant carrier • Bassinet • Bathing paraphernalia - <ul style="list-style-type: none"> > baby bath tub > baby toiletries > towel • Feeding bottles with cap, ring and nipple • Thermometer tray • Infants/toddlers formula
2. Bathe and dress infants and toddlers	<ul style="list-style-type: none"> • Infants/toddlers vital signs are checked before bathing • Water quantity and temperature are checked • Infant/toddler's eyes, ears, nose and hair are cleaned first • Body is lathered with mild soap using wash cloth • Infants/toddlers are wrapped immediately after bathing to prevent chilling • Infants/toddlers need for secure and consistent care are met as required • Infants/toddlers diapers are changed as appropriate • Comforters are made available to infant/toddler when needed 			

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
		<ul style="list-style-type: none"> • Types, specifications and uses of bathing paraphernalia • Principles and procedures in taking vital signs • Principles and procedures in bathing and dressing infants and toddlers • Types and uses of clothes and underwear • Principles and procedures in feeding • Correct Health Practices • Proper Cleaning and Sterilization of Bottle • Correct milk measurements • Understanding the emotional, social, physical, creative and intellectual development and activities of infant/toddler • Knowledge of child development 		

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
3. Bathe and dress children	<ul style="list-style-type: none"> • Children's vital signs are checked before bathing • Clothes and bathing paraphernalia are prepared • Bath water quantity and temperature are checked and made sure appropriate for the health of the child • Children are encouraged to lather body with mild soap using soft wash cloth • Children are assisted in dressing up according to prevailing weather condition • Children are encouraged to chose clothing including footwear preferences • Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible • Difficult children are dealt with appropriately • Nutritional requirement of children are determined 	<ul style="list-style-type: none"> • Principles and procedures of taking vital signs • Different specifications and uses of bathroom paraphernalia • Principles and types and procedures of bathing and dressing children • Types and uses of clothes and underwear • Patience, understanding and sensitivity to stages of growth and development 	<ul style="list-style-type: none"> • Planning menu 	<ul style="list-style-type: none"> • Bathing paraphernalia and toiletries • Diaper • Feeding utensils • Bibs • High Chair/Booster Seat/Portable Seat • Thermometer and tray
4. Feed children				

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
		<ul style="list-style-type: none"> • Cultural requirements and nutritional preferences • Meal patterns over a day <ul style="list-style-type: none"> > Drinks provided > Foods used > Hot and cold meals > Spices and flavorings used > Inclusion of sweets • Menu include: <ul style="list-style-type: none"> > Breakfast > Lunch > Dinner > Snacks • Food and drink preferences will vary according to: <ul style="list-style-type: none"> > Culture > Dietary Requirements > Religion > Stage of growth and development > Family patterns > Individual tastes/preferences > Stage of the Day 		

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
<p>3. Stimulate children's awareness and creativity</p>	<ul style="list-style-type: none"> • Opportunities for children to release range of feelings through activity are provided • Children are encouraged to express their imagination and creativity • Children are provided with activities that would support awareness of the range of movements of their own body • Materials and experiences that stimulate various senses are provided • Experiences that develop and enhance imagination and creativity are provided 	<ul style="list-style-type: none"> • Empathy • Wholesome and educational type of entertainment for children • Creativity • Time management • Planning activities • Theory of Motivation • Interpersonal skills • Valuing of differences among children-age & stage of development, needs, interests, strengths & weaknesses • Uses and functions of books & manuals • Wholesome and educational type of entertainment • Team Building • Cooperation • Determining the support required by the child • Positive discipline • Behavioral Modification Techniques 		
<p>4. Encourage children to support each other</p>	<ul style="list-style-type: none"> • Children are encouraged to respect each others individual needs, abilities and interest • Acknowledgement is given to children when they support each other 			

Occupational Title: Caregiver
 Qualification Level: NC II
 Competency: Foster Physical Development Of Children

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
1. Enhance physical activities of children 2. Create opportunities for children to develop a wider range of physical development	<ul style="list-style-type: none"> • Children are provided with toys that would assist in their manipulative and gross motor development • Children are taken to playgrounds • Children are given exercise activities • Children are provided with nutritional diet to support physical activities • Opportunities are provided for children to develop their physical skills towards independence • Opportunities for physical activities are developed in accordance with resources available • Equipment and toys which will develop a wider range of skills are selected and made available to children • Opportunities provided for physical development are appropriate to a child's stage of growth and development 	<ul style="list-style-type: none"> • Understanding the cultural of the client • Importance of culture in the development of self-esteem • Organizational standards, policies and procedures • The importance of imagination for all aspects of the child's development • Acceptance of each child's rate of development, needs, interests and strengths • Knowledge of interaction between physical development and other areas of growth and development • Knowledge and understanding of children's physical and skills development 	<ul style="list-style-type: none"> • Planning skills • Interpersonal skills • Opportunities provided to develop skills needed to adapt to factors such as: <ul style="list-style-type: none"> > Indoor and outdoor facilities > Venue/location > Type of service > Workers own physical capabilities > Safety considerations > Cultural influences > Religious practices > Customs and traditions 	<ul style="list-style-type: none"> • A childcare workplace • Access to children's services, resources and equipment • Access to the local play environment

Occupational Title: Caregiver
 Qualification: NC II
 Competency: Provide Care and Services to Elderly

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials Tools and Equipment
1. Establish and maintain appropriate relationship with elderly	<ul style="list-style-type: none"> • Self introduction of caregiver to elderly client occurred appropriately • Appropriate attitudes such as confidentiality, privacy, courtesy and respect are adhered to and demonstrated towards the elderly • The elderly's own interest, rights, freedom and decision-making are supported and respected. • Short interpersonal exchanges with the elderly in establishing, developing and maintaining rapport are encouraged 	<ul style="list-style-type: none"> • Concept of individual differences • Relationship building processes • Short casual exchanges • Effective communication • Dialogue • Question and answer/interview techniques • Communication necessary to develop trusting relationship 	<ul style="list-style-type: none"> • Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities, gender and/or cultural background) • Oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, etc.) 	
2. Provide appropriate support to the elderly	<ul style="list-style-type: none"> • All support provided to the elderly is in accordance with the elderly's needs, rights and self determination • The elderly is encouraged and supported to participate in social, recreational and educational programs and activities 	<ul style="list-style-type: none"> • Treating the elderly person as an individual • Respect for difference <ul style="list-style-type: none"> ➢ Cultural ➢ Physical ➢ Emotional ➢ Beliefs ➢ Customs ➢ Values ➢ Religions ➢ Preferences 	<ul style="list-style-type: none"> • Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities, gender and/or cultural background) 	<ul style="list-style-type: none"> • Wheelchair • Walker • Cane • Crutches • Parallel Bars • Feeding Utensils • Diaper • Urinal • Commode

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials Tools and Equipment
<p>4. Provide assistance with the elderly's personal care needs</p>	<ul style="list-style-type: none"> • The elderly's personal care needs (aids to daily living) are identified and assistance provided • Specific concerns and difficulties in meeting some personal care needs are identified, clarified and modified with the elderly in order to effectively address such concerns and problem needs • Aids and processes and aids for providing assistance for the elderly are identified and used as appropriate • Organizational policies and practices for reporting are followed as appropriate • The elderly's self esteem and confidence are enhanced • Provisions for interaction between the elderly and the community are researched and developed • Developmental and progressing personal care needs are identified, acknowledged and provided for as appropriate • Empathy is demonstrated in supporting and caring for the elderly's feelings of grief and loss 	<ul style="list-style-type: none"> • Factors affecting personal needs of the elderly – <ul style="list-style-type: none"> > Culture > Age > Economic > Social > Gender > Physical > Emotional > Intellectual > Spiritual > Marital status • Service/ outcomes standards documents • Legislation Organizational policies and practices • Chatting in friendly manner • Inquiring about the elderly's health and wellness • Aids to daily living - <ul style="list-style-type: none"> > toileting > feeding > grooming 	<ul style="list-style-type: none"> • Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities cultural background) • Oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, etc.) • necessary to develop a trusting relationship with an elderly) 	<ul style="list-style-type: none"> • Wheelchair • Walker • Cane • Crutches • Parallel Bars • Feeding Utensils • Handrails • Night Light • Commode • Reading Materials • Access to appropriate workplace

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
		<ul style="list-style-type: none"> • Knowledge of the following issues – <ul style="list-style-type: none"> ➢ Alcohol and other drugs ➢ Cultural and linguistic diversity ➢ Risk of self harm ➢ Women and Men ➢ Community education ➢ Mental health ➢ Organizational philosophy and goals • Legislative provision in relation to the rights of people with disabilities • Basic knowledge of human, social, psychological, cognitive and physical human development • Organization's definition of challenging behavior • Relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use • Impact of particular types of disability • Role and responsibility of self and others in the organization • Occupational health and safety guidelines 	<ul style="list-style-type: none"> ➢ Communication ➢ Teamwork ➢ Negotiation ➢ Use of equipment ➢ Interpersonal communication ➢ Observation as required by job role ➢ Assessment as required by job role 	

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
<p>2. Provide appropriate support to people with special needs</p>	<ul style="list-style-type: none"> • All supports to people with special needs are provided in accordance with their needs, rights and self determination • Assistance is provided to people with disabilities according to the employment organization guidelines 	<ul style="list-style-type: none"> • Types, uses and maintenance of clothes and underwear • Principles and procedures of bathing and dressing people w/ special need • Principles and procedures of feeding people w/ special need in taking vital signs • Recommended dietary allowance for people with special needs • Proper health care for people with special needs • Handwashing procedure • Table etiquette • Good grooming • Relevant organizational policies and procedures and responsibilities within it • Relevant policies, protocols and practices of the organization in relation to own work activities • Basic knowledge of different types of disabilities and their signs, symptoms and conditions 	<ul style="list-style-type: none"> • Interpersonal skills appropriate to work with people with needs 	<ul style="list-style-type: none"> • Bed with side rails • Night light • Handrails • Supportive devices (wheelchair, cane, walker and crutches)

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
		<ul style="list-style-type: none"> > Maintaining household (cleaning, laundry, decor, repairs) > Traveling by private and public transport > Interacting with others and socializing > Accessing leisure, recreational and sporting activities • Assisting with self-administration of medication according to: <ul style="list-style-type: none"> > Organizational practice and policy > Government regulation, policy and legislation > Physical comfort and rest > Pain management • Maximization of independence and personal preferences • Empowerment e.g. Enhancing of clients ability to communicate, act independently and uphold rights and responsibilities • Relevant organizational policies and procedures include those on <ul style="list-style-type: none"> > Daily living > Medications > Dealing with changes in physical or mental well being > Occupational health and safety > Sexual Harassment > Abuse prevention 		

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
<p>4. Assist people with special needs to identify and meet their needs</p>	<ul style="list-style-type: none"> • The dignity, privacy and personal choice of people with special needs in relation to needs are upheld • People with special needs are assisted to identify, select and prioritize their specified nursing needs • People with special needs are assisted to identify, select prioritize and fulfill or implement their social, physical, intellectual, creative and emotional activities • People with special needs are assisted to select and develop strategies to meet the requirements in order to achieve their nursing needs 	<ul style="list-style-type: none"> • Relevant organizational policies and procedures and responsibilities within it • Relevant policies, protocols and practices of the organization in relation to own work activities • Basic knowledge of different types of disabilities and their effects on clients need • Understanding of support requirements for people with special needs • Different religious, cultural, spiritual, physical • Basic knowledge of human, social, psychological, cognitive and physical development • Knowledge of physical, intellectual, creative, spiritual, emotional and cultural needs and preferences of people with special needs 	<ul style="list-style-type: none"> • Interpersonal skills appropriate to work with people with needs • Oral communication skills (language skills necessary to develop a trusting relationship with people with special needs) • Language may be in English or community language as required by service or organization or client • Scheduling or checking list of skills 	<ul style="list-style-type: none"> • Bed with side rails • Night light • Handrails • Support devices (wheelchair, cane, walker and crutches) • Commode • Feeding Utensils • Clock • Reading Materials • Activity Kit • Chart

Occupational Title: Caregiver
 Qualification Level: NC II
 Competency: Maintain A Healthy And Safe Environment

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
1. Maintain a clean and hygienic environment 2. Provide a safe environment	<ul style="list-style-type: none"> • Cleaning occurs as an ongoing process as per regulations • Appropriate cleaning agents are used • Infection control procedures are followed • Ventilation, lighting and heating/cooling are adequately maintained • Personal hygiene/health procedures are adhered to at all times • Beds and bedding conform to health, hygiene and safety requirements as relevant • Organizational policies and procedures for safety on excursions are implemented • Environment protection policy is implemented • Tools, equipment, toys and games are appropriate to the age of the child 	<ul style="list-style-type: none"> • Identification of potential hazards and risks to clients • Risk minimization and reduction strategies • Different strategies to minimize spread of infectious diseases and cross infection • Hazards in home environment • Maintenance of medical kit (thermometer, hot water bag, ice cap, etc.) • Maintenance of children's toys and games • Procedures in checking outdoor and indoor hazards • Rules for safe play • Symbols of hazardous materials 	<ul style="list-style-type: none"> • Practice hygiene and good grooming • Common childhood illnesses – recognition, management strategies • Writing incident reports • Making decision under pressure • Ability to implement strategies in minimizing spread of infectious diseases • Ability to implement strategies in reducing risk • Ability to prevent and control indoor/outdoor hazards 	<ul style="list-style-type: none"> • Cleaning materials (e.g. detergent soap, brush, broom, mop, rags, glass wiper • Vacuum Cleaner • Play area with appropriate toys and padding • Disinfecting nappy change areas • Washing area • Disinfecting toilet areas

Occupational Title: Caregiver
 Qualification Level: NC II
 Competency: Respond To Emergencies

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
1. Implement procedures for infection control and prevention 2. Recognize and respond to signs of potential illness	<ul style="list-style-type: none"> • Exclusion guidelines for children and others suffering from an infectious condition are followed • Hygiene and health principles are implemented in care practice • Infection control guidelines are followed • Signs of potential illness are reported • Medical assistance is sought as necessary according to policies and procedures • Clients and relatives are informed as soon as possible • Client is comforted and settled 	<ul style="list-style-type: none"> • Disease spread and transmission • Guidelines for infection control • Organizational standards, policies and procedures 	<ul style="list-style-type: none"> • Common childhood illnesses - recognition management strategies • Writing incident records • Making decision under pressure • Common childhood illnesses - recognition management strategies • Writing incident reports • Making decision under pressure 	<ul style="list-style-type: none"> • Dummies (baby and adult) • Vital signs kit (thermometer, BP) • Bed Board • Disposable Gloves • Cleaning equipment • Utensils • Soft toys • Protective Aprons • Procedures for the prevention of the spread of infection may include:

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
5. Respond to threats and situations of danger	<ul style="list-style-type: none"> • Remove client from threat/danger or remove danger/threat from client • The level of immediate danger is assessed and the situation is reported to an appropriate person • Appropriate emergency procedures re implemented to ensure the safety of client and worker • Details of child abuse are recorded and reported • Details of child neglect are recorded and reported 	<ul style="list-style-type: none"> • Indicators of child abuse and neglect • Different types of child abuse • Government requirements regarding reporting child abuse/neglect • Organizational standards, policies and procedures 	<ul style="list-style-type: none"> • Ability to identify dangerous, hazardous and threat to safety and well being of clients • Ability to activate medical alert system • Ability to report child abuse/neglect 	<ul style="list-style-type: none"> • First aid kit • Antidote to hazardous materials

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
2. Clean furnishings and fixtures	<ul style="list-style-type: none"> • Cleaning of furnishings and fixtures are performed according to standard procedure • Furnitures are freed from dust and unpleasant odor • Cleaning agents are used in accordance with manufacturers' instructions and relevant health and safety regulations • All marks, spots and stains are removed without damaged to furniture/furnishings • Furniture positioned to give comfort and convenience and matched the lay out of the room • All mechanical equipment are used in accordance with relevant safety and manufacturer's specifications 	<ul style="list-style-type: none"> • Knowledge of range of cleaning materials and equipment • Glass types, including defects • Methods of identifying stains <ul style="list-style-type: none"> > Mud and Dirt > Grease • Stain removal techniques • Effects of pre-existing conditions on safe work practices and • Principles and procedures in arranging furniture • Types and characteristics of furniture and furnishings 	<ul style="list-style-type: none"> • Communicating with others • Operating and cleaning the equipment • Waste minimization • Decanting chemicals • Arranging furniture 	<ul style="list-style-type: none"> • Soiled Table • Cleaning Detergent • Liquid Detergent • Cleaning Solution • Scrubbing Foam • Dish pan • Dish Sponge/ Cleaner • Toilet Disinfectant • Acid Cleaner
3. Make up beds and cots	<ul style="list-style-type: none"> • Soiled linens and pillow cases are replaced • Beds and cots are made-up according to prescribed procedure 	<ul style="list-style-type: none"> • Principles and procedures in bed making • Knowledge of different types of bed sheets, linens and blankets 	<ul style="list-style-type: none"> • Making – up the bed • Arranging the pillows, blankets/ comforter 	<ul style="list-style-type: none"> • Brooms • Dust pan and brush • Cleaning implements

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
5. Sanitize rooms	<ul style="list-style-type: none"> • Rooms are sanitized following standard procedure and requirement • Measurement and mixing of sanitizing agent are 100% accurate and in accordance to relevant safety regulations • Excess mixture of sanitizing agent is disposed according to environmental requirements 	<ul style="list-style-type: none"> • Principles and Procedures in sanitizing rooms and sites/areas 	<ul style="list-style-type: none"> • Sanitizing rooms (living room, bedroom, bathroom and toilets) 	<ul style="list-style-type: none"> • Sanitizing agents • Spray bottle
6. Maintain clean room environment	<ul style="list-style-type: none"> • All equipment and cleaning paraphernalia are checked to ensure they are in good working condition • All waste is removed and disposed of in accordance with client's requirements • All movable furniture and fittings are shifted to allow access to hidden dust/waste/dirt • Rooms are checked regularly for orderliness/tidiness • All visible surfaces are wiped with anti-static impregnated cloth whether dust is visible or not regularly 	<ul style="list-style-type: none"> • Principles and Procedures in cleaning rooms, furniture and furnishings • Knowledge of different areas where dirt and dust can easily accumulate • Schedule of house chores 	<ul style="list-style-type: none"> • Checking rooms (living room, bedroom, bathroom and toilets) • Maintaining cleanliness of rooms • Ability to schedule house chores on a > daily basis > weekly basis 	<ul style="list-style-type: none"> • Cleaning Solution • Scrubbing Foam • Rolled Newspaper • Cleaning rag • Wax Paper/ Aluminum Foil

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
<p>4. Prepare washing equipment and supplies</p>	<ul style="list-style-type: none"> • No injury or damage to the clothes, linen and fabrics after treatment • Stain removing agents and chemicals are used correctly and in accordance with manufacturer's instruction • Laundry supplies and materials are prepared and made available • Washing machine is checked and prepared for operation • Laundry area is cleaned and made ready 	<ul style="list-style-type: none"> • Standard procedures in checking and preparing the washing machine • Procedures in preparing laundry supplies and materials • Preparing mixtures or bleaching solutions 		<ul style="list-style-type: none"> • Washing machine with spinner • Washing detergent for washing machine • Dirty clothes, linen and fabrics
<p>5. Perform laundry</p>	<ul style="list-style-type: none"> • Clothes, linen and fabrics are washed according to the labeling codes • Correct laundry method is selected • Operate laundry equipment in accordance with manufacturer's instruction • Clothing, linen and fabric are freed from stain, dirt and unpleasant odor after washing 	<ul style="list-style-type: none"> • Principles and Procedures in Sorting Laundry 		<ul style="list-style-type: none"> • Washing Machine with Spinner • Cleaning Detergent

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials, Tools and Equipment
7. Iron clothes, linens and fabrics	<ul style="list-style-type: none"> • Original pleats are maintained • Ironing is done in accordance to the standard procedures • Ironed clothes, linens and fabrics are folded, placed in a hanger and stored in designated cabinets • Ironing equipment and materials are stored in the appropriate area 	<ul style="list-style-type: none"> • Principles and procedures in ironing clothes, linen, fabrics 	<ul style="list-style-type: none"> • Ironing clothes, linen, fabrics 	<ul style="list-style-type: none"> • Clothes Hangers • Flat Iron with stand or bench • Sorting Baskets

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials Tools and Equipment
<p>2. Demonstrate positive work ethics and values</p>	<ul style="list-style-type: none"> • Positive work values are observed at all times • Maladaptive behavior are handled tactfully • Patience and respect for the feelings of others are demonstrated when dealing with customer/client/employer • Confidentiality is observed when necessary • Responding to compliments, complaints, conflicts and criticism appropriately is practiced 	<ul style="list-style-type: none"> • Personal hygiene, good grooming and social graces • Health safety and sanitation practices • Work ethics, values and adjudication • Handling employer, customers and personal finances • Oral communication, reading, writing and mathematics • Communicating an English and other languages • Listening • Empathy • Creative • Reading • Writing • Teamwork 	<ul style="list-style-type: none"> • Interpersonal skills • Responding to compliments, conflicts and criticism appropriately • Oral communication, reading, writing and mathematical 	
<p>3. Practice hygiene and good grooming</p>	<ul style="list-style-type: none"> • Personal hygiene/health, safety and sanitation procedures are adhered at all times • Personal hygiene and good grooming are demonstrated to children, elderly and people with special needs • Cleanliness and orderliness are maintained 	<ul style="list-style-type: none"> • Personal hygiene, good grooming and social graces • Health safety and sanitation practices • Work ethics, values and adjudication • Handling employer, customers and personal finances • Oral communication, reading, writing and mathematics • Communicating an English and other languages • Listening • Empathy • Creative • Reading • Writing • Teamwork 		

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials Tools and Equipment
12. Store/convert unconsumed cooked food	<ul style="list-style-type: none"> Unconsumed cooked food are converted/transformed into new dishes Store/freeze at temperature of zero degrees Unconsumed food are convert to new dishes 	<ul style="list-style-type: none"> Food theory Materials specifications and uses Tools equipment: Uses and specifications Methods of preparing salad Handling of kitchen equipment Proper storing Food costing and portioning 	<ul style="list-style-type: none"> Methods of cooking Handling of kitchen equipment Proper storing Food costing and portioning 	<ul style="list-style-type: none"> Recipe book Hot food Cold food Fresh vegetables Condiments Milk and dairies Cereals Flour Butter sauces Meat Seafood's Poultry and game Pasta Microwave Oven Stoves Tilting pans Ranges Kit spoon Deep fryer Ladles Smokers Packing materials Containers Knife Chopping
13. Store/convert uncooked food	<ul style="list-style-type: none"> Packed/wrapped uncooked food are frozen at zero degrees F temperature Packed/wrapped food for storage are prepared Uncooked food are maintained at proper temperature 			

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials Tools and Equipment
4. Prepare sauces	<ul style="list-style-type: none"> Prepared and cooked sauces according to recipe 	<ul style="list-style-type: none"> Food theory Materials specifications and uses Tools equipment: Uses and specifications Trade Theory Materials specifications and uses Tools equipment: Uses and specifications 	<ul style="list-style-type: none"> Methods of cooking Handling of kitchen equipment Proper storing Food costing and portioning Methods of cooking Handling of kitchen equipment Proper storing Food costing and portioning 	<ul style="list-style-type: none"> Recipe book Hot food Cold food Fresh vegetables Condiments Milk and dairies Cereals Flour Butter sauces Meat Seafood's Poultry and game Pasta Microwave Oven Stoves Tilting pans Ranges Kit spoon Kit fork Food tongs Deep fryer Ladles Smokers Packing materials Containers Knife Recipe book
5. Prepare appetizers	<ul style="list-style-type: none"> D'oeuvres are prepared according to requirement or preference of client Canapés are prepared according to requirement or preference of client Fingerfoods are prepared according to requirement or preference of client 			
6. Prepare butter designs	<ul style="list-style-type: none"> Butter pats are prepared Butter curls are prepared Butter designs are prepared 			
7. Prepare desserts	<ul style="list-style-type: none"> Materials, equipment/ utensils used for cooking are prepared Sherbets, ices and ice cream are prepared Fruit desserts are prepared Pastry desserts are prepared Mousse is prepared 			

Elements	Performance Criteria	Related Knowledge, Attitude and Safety	Underpinning Skills	Materials Tools and Equipment
<p>4. Converse in the language host country</p>	<ul style="list-style-type: none"> • Clear and effective communication are implemented on the job • Spoken and unspoken words are listened attentively • Communication in the language familiar or that can be understood by the client/employer are practiced • Relating to client/employer is done at all times 	<ul style="list-style-type: none"> • Oral communication, reading and writing • Culture and languages of the country of destination • Utilizing computer and other electronic based communication devices • Work ethics, values and adjudication • Handling employer, customers and personal finances 	<ul style="list-style-type: none"> • Interpersonal skills • Oral communication, reading, writing and mathematical skills • Negotiation skills • Use of equipment • Observation as required by job role • Communicating in the language of the employer/client 	
<p>5. Establish and maintain an appropriate relationship with employer/client/customer</p>	<ul style="list-style-type: none"> • Appropriate measures are implemented in dealing with employers and clients • Standards, rules and regulations are adhered and strictly complied • Grumbling and petty complaints are avoided appropriately • Impartiality and fairness are shown on the job • Professional ethics is practiced at all times 			

List of Materials

Alcohol
All-purpose soap
Baby oil
Basins
Bath soap
Bath towel/towelettes
Bedpan
Bed sheets
Betadine
Bib and baby layettes
Blankets/comforters
Bleaching solution *
Books/ Manuals (Children)
Bottle brush (Cleaning Feeding Bottles)
Burping Cloth
Carpet *
Client's gown
Coffee
Clothes and underwear
Clothes Brush
Clothes Hampers
Clothes Hangers
Cotton Balls
Cotton Containers
Cotton buds
Condiments
Cream
Detergents (Assorted)
Deodorants (Assorted)
Dirty Clothes, linens and fabrics
Disinfectants (Assorted)
Fabric Softener
Food Items (dairy, vegetable, bread, meat and fruits)
Diaper
Clock
Apron
Face towel
Feeding bottles with nipples
First Aid kit
Flat Sheet
Gloves
Hot Water bag
Ice Cap
Light Duty Detergent
Light Duty Soap/Mild Soap
Liquid Soap (Cleaning Bottles)
Medicines
Menus/Recipes (Assorted)
Infant's formula
Musical Instruments
Napkins
Nursery Rhymes
Pacifiers
Pail
Paper Sandwich bags
Pencils
Pillow Cases
Pillows/Throw pillows
Plants, Flowers
Record book
Rubber Sheets
Shampoo (Hair) and Soap
Toys (Assorted), games and accessories
Wash Cloth
Washing Solution
Washing Machine Detergent
Writing Pads
Garbage bag
Story books
Grooming kit (hairbrush, comb, nail cutter, etc.)
Toothbrush and tooth paste
Feeding paraphernalia (plate, spoon, fork and glass)

(* Optional)

ACKNOWLEDGEMENT

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development and validation of this Training Regulation.

The TESDA Advisory and Expert Panels (TAP-TEP) for the Health, Social and other Community Development Services Sector –

ALFREDO P. PALMIERY
Concorde International Services

EDWARD B. MALZAN
Primacare Training Development Center

EVERISTO A. TECSON
Philippine Association of
Service Exporters, Inc., (PASEL)

JULIE V. KALLAL
SICES Philippines, Inc.

The Industry experts that developed the Standard –

ANNETTE M. DOMINGUEZ
SICES Philippines, Inc.

CARMELINA R. SALAZAR
AAC Human Resource Training Center

TERESITA A. LLAMAS
AAC Human Resource
Training Center

ANGELINA J. SUBANG
Marian Care International Corporation

SALES L. ROYOL
ICAN.CARE Training and
Development, Inc.

ROLANDO J. TALAG
Golden Miles Foundation and Training
Center International

The Ad Hoc Committee that reviewed the Standard –

ENGR. ZENAIDA G. GORDON
Chairperson

MR. ISIDRO ANTONIO C. ASPER
Member

MR. RENE LUIS TADLE
Member

DR. TERESITA U. QUIRINO
Member

DR. NONA S. RICAFORT
Member

MS. CONCEPCION G. DODD
Member

The Quality Assurance Committee –

ATTY. RANULFO P. PAYOS
Chairperson

DR. ALBERTO VICTOR P. FENIX
Member

MR. RENE LUIS TADLE
Member

DR. TERESITA U. QUIRINO
Member

DR. NONA S. RICAFORT
Member

MS. CONCEPCION G. DODD
Member