Republic of the Philippines TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY East Service Road, South Luzon Expressway, Taguig City

121st TESDA BOARD MEETING 09 June 2020, Tuesday, 10:00 a.m. Through Teleconference Via Zoom Platform

Resolution No. 2020 - 20 (Page 1 of 4 pages)

APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

WHEREAS, TESDA Board Resolution No. 2007-01 was issued "Approving and Promulgating the Training Regulations for Caregiving NC II" last 16 January 2007 during the 54th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology, current trends and practices, and to professionalize the health workers in caregiving in the industry;

WHEREAS, the Caregiver of the Philippines Association, Inc. (CPAI) and the Philippine Association of Service Exporters, Inc. (PASEI) with the assistance of Qualifications and Standards Office (QSO) of TESDA have reviewed the existing Training Regulations in Caregiving NC II to professionalize the caregiver workforce and to respond to the rapid changes in healthcare technology and service delivery in other countries, and recommended amendments;

WHEREAS, industry experts and partners, headed by their respective Presidents, the Caregiver of the Philippines Association, Inc. (CPAI) and the Philippine Association of Service Exporters, Inc. (PASEI), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA endorsed the proposed revisions of the Training Regulation. The existing Training Regulation shall be replaced with four (4) different Training Regulations, based on the age group of the clientele;

WHEREAS, during the 120th and 121st Standards-Setting and Systems Development (SSSD) Committee Meetings held on 07 May 2020 and 14 May 2020, respectively, the Committee deliberated upon and agreed to favorably recommend the approval and promulgation of the Training Regulations for Caregiving (Grade

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> 121st TESDA BOARD MEETING 09 June 2020, Tuesday, 10:00 a.m. Through Teleconference Via Zoom Platform

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APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

Schooler to Adolescent) NC II as attached in Annex "A" and made an integral part of this Resolution;

WHEREAS, during the 121st TESDA Board Meeting on 09 June 2020 at 10:00 a.m., the TESDA Board considered and approved the promulgation of the Training Regulations for Caregiving (Grade Schooler to Adolescent) NC II;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 09 June 2020 at 10:00 a.m., has approved and promulgated the aforementioned Training Regulations for Caregiving (Grade Schooler to Adolescent) NC II as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published in the Official Gazette or in a newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Caregiving NC II must comply with the requirements of the abovementioned Training Regulation. The one-year period of re-registration under this Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

Adopted this 9th day of June 2020.

ATTY. MARICHELLE D. DE GUZMAN Board Secretary VI

Attested by:

Anna

SEC. ISIDRO S LAPEÑA, PhD, CSEE Designated Chairperson, TESDA Board Director General, TESDA

(Original Signed) USEC. RENATO L. EBARLE Department of Labor and Employment (Original Signed) USEC. DIOSDADO M. SAN ANTONIO Department of Education

(Original Signed) USEC. RAFAELITA M. ALDABA Department of Trade and Industry

(Original Signed) USEC. BRENDA L. NAZARETH-MANZANO Department of Science & Technology

Republic of the Philippines TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY East Service Road, South Luzon Expressway, Taguig City

> 121st TESDA BOARD MEETING 09 June 2020, Tuesday, 10:00 a.m. Through Teleconference Via Zoom Platform

> > Resolution No. 2020 - 20 (Page 4 of 4 pages)

APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

(Original Signed) MR. ISIDRO ANTONIO C. ASPER Board Member, Labor Sector

(Original Signed) MR. RENE LUIS M TADLE Board Member, Labor Sector (Original Signed) ATTY. BAYANI G. DIWA Board Member, Labor Sector

(Original Signed) MR. RAMON R. DE LEON Board Member, Labor Sector

(Original Signed) MR. ROGELIO J. CHAVEZ, JR. Board Member, Labor Sector

(Original Signed) DR. LEONIDA BAYANI-ORTIZ Board Member, Employer Sector

(Original Signed) PROF. RANDOLPH I. NONATO Board Member, Employer Sector

AMENDMENTS ON TRAINING REGULATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
Qualification Title	
Caregiving NC II	Caregiving (Grade schooler to Adolescent) NC II
SECTION 1 – Definition of the Qualification	
The CAREGIVING NC II Qualification consists of competencies that a person must achieve to provide care and support to infants/toddlers, provide care and support to children, foster social, intellectual, creative and emotional development of children, foster the physical development of children, provide care and support to elderly, provide care and support to people with special needs, maintain healthy and safe environment, respond to emergency, clean living room, dining room, bedrooms, toilet and bathroom, wash and iron clothes, linen, fabric, prepare hot and cold meals.	The CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II Qualification consists of competencies that a person must achieve to provide assistance and care to personal needs of grade schooler, foster physiological needs and cognitive development of grade schooler, foster physical growth and development of grade schooler, respond to emergency for grade schooler, foster physical growth and development of adolescent, promote developmental tasks for adolescent and respond to emergency for adolescent.
 Job Title Caregiver of an infant / toddler Caregiver of a child Caregiver of an elderly Caregiver of people with special needs 	 Caregiver for Grade schooler (6-12 years old) Caregiver for Adolescent (13-19 years old)
SECTION 2: Competency Standards	
 Basic Competencies Participate in workplace communication Work in a team environment Practice career professionalism Practice occupational health and safety procedures 	 Basic Competencies Participate in workplace communication Work in a team environment Solve/address general workplace problems Develop career and life decision Contribute to workplace innovation Present relevant information Practice occupational safety and health policies and procedures Exercise efficient and effective sustainable practices in the workplace Practice entrepreneurial skills in the workplace
 Common Competencies Implement and monitor infection control policies and procedures Respond effectively to difficult/challenging behavior Apply basic first aid Maintain high standard of patient services 	No Amendments

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
 Core Competencies Provide care and support to infants/toddlers Provide care and support to children Foster social, intellectual, creative and emotional development of children Foster the physical development of children Provide care and support to elderly Provide care and support to people with special needs Maintain healthy and safe environment Respond to emergency Clean living room, dining room, bedrooms, toilet and bathroom Wash and iron clothes, linen and fabric Prepare hot and cold meals 	 Core Competencies Provide assistance and care to personal needs of grade schooler Foster physiological needs and cognitive development of grade schooler Foster physical growth and development of grade schooler Respond to emergency for grade schooler Foster physical growth and development of adolescent Promote developmental tasks for adolescent Respond to emergency for adolescent
SECTION 3: Training Arrangements	
3.1 Curriculum Design:	
Nominal Training Hours: 18 Hours (Basic Competencies) 18 Hours (Common Competencies) 750 Hours (Core Competencies) 786 Hours - TOTAL	Nominal Training Hours: 37 Hours (Basic Competencies) 112 Hours (Common Competencies) 240 Hours (Core Competencies) 389 Hours + 160 Hours - Supervised Industry Learning (SIL
	549 Hours TOTAL
Course Description	
This course is designed to enhance the knowledge, skills and attitudes of Caregivers in	This course is designed to provide the learner with knowledge, skills and attitude, applicable in performing work activities involve in providing care and support, fostering physical needs, cognitive development to grade schooler (6 years old to 12 years old), and fostering physical growth and development, and promoting developmental tasks for adolescent (13 years old to 19 years old). This include classroom learning activities and simulation area. Upon completion of the program, the learners are expected to demonstrate the above- mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
 Board Resolution No. 2001-011 3.2 Training Delivery The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET. The training is based on curriculum developed from the competency standards. Learning is modular in its structure; Training delivery is individualized and self-paced; Training materials are directly related to the competency standards and the curriculum modules; Assessment is based in the collection of evidence of the performance of work to the industry required standard; Training is based both on and off-the-job components; Allows for recognition of prior learning (RPL) or current competency standards are nationally accredited. The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs. The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) implementing Rules and Regulations. Modular/self-paced learning is a competency-based training delivery. Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. 	 <u>AS PER NEW TR FRAMEWORK (TESDA BR</u> <u>2014-04)</u> The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; Training can be done on an actual workplace setting, simulation of a workplace setting, simulation of a workplace setting, simulation of a workplace setting. Assessment is based in the collection of evidence of the performance of work to the industry required standards; Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. Training program allows for recognition of prior learning (RPL) or current competencies; Training completion is based on satisfactory performance of all specified competencies. The competency-based TVET syster recognizes various types of delivery modes both on-and off-the-job as long as the learnin is driven by the competency standards specified by the industry. The followin training modalities and the variations/components may be adopte singly or in combination with other modalitie when designing and delivering trainin programs:

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
 Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. 	 2.1 Institution- Based: Dual Training System (DTS)/Dualize Training Program (DTP) which contain bot in-school and in-industry training or fieldwor components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; Distance learning is a formal education process in which majority of the instructor are not in the same place. Distance learning matemploy correspondence study, audio, video computer technologies or other moder technology that can be used to facilitat learning and formal and non-formal training Specific guidelines on this mode shall be issued by the TESDA Secretariat. Supervised Industry Training (SIT) or or the-job training (OJT) is an approach if training designed to enhance the knowledg and skills of the trainee through actua experience in the workplace to acquir specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace to acquir specific competencies and status an progress of trainees are closely monitore by the training institutions to prever opportunity for work exploitation. The classroom-based or in-center methods as well as laboratory or field-wor components. 2.2 Enterprise-Based: Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeship – is based on a training (and working) agreement betweer an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
	 apprentices learn by working alongside the experienced craftsperson. Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. 2.3 Community-Based: Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).
 3.3 Trainee Entry Requirements Trainees or students should possess the following requirements: can communicate both in oral and written; physically and mentally fit; with good moral character; and can perform basic mathematical computation This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program. 	Trainees or students wishing to enroll in this program should possess the following requirements: • Have completed at least 10 years basic education or an alternative learning systems (ALS) certificate of completion with grade 10 equivalent holder • Basic communication skills

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)

3.4 List of Tools, Equipment and Materials Recommended list of tools, equipment and materials for the training of 25 trainees for Caregiving NC II are as follows:

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pea.	Argon Offer Vicatory	1.04	Bed Ordenaly	2405	All purpose distances
pc.	(8oler)	104	Thed surgical	3 house	soagi
site	Carbinge Iner (taolegrattable and rvm-bodegrattable	units.	Blendor / placer	3 pes.	Ruby of
pes	United Street St	2 865	Bp apparatus, aneroel	10 pen	Seap
2 p4:5	Rows (18438)	200	tip opporatum, motcartal	Spen	Footing bottles w/ power and impokes
1.00	Bully INME MR	1 abril	Cottee realise	410	This and balay isseller Disaching inhibition
2.003	Flut shell	1.96	Cris	1 gal 1 pack/	Collee, Cream and
2 pes	Gaues duranticid	1400	Dish wanter wildher	4spift	sagar
tites.	Cloves - paracit	1. Local.	Food procession	T packs	Conos pasta
) per	Fate lowel/ towifelie	2 ers	Flaturon with innered facerd	1 set	Condiments
2949	Bath towel/ toavelette	1 sand	Microwite ann - digital	t qui	Fabrics potienter
i pet	Dankin	1	Oven (execute, (par)		Food items use to proputing meals
		- 35		1.000	Daper othat and
i pet.	(Controle)	345	Chars with atm	3 дзек	adulli) Turpad oosigr (choariete
2 jun.	Dectport	1 unit	Daning set	19#	totint)
2 pen	Hottle brund) (clecanarg feweling) (cottlen)	290	White board	LND	Initiant komulia
pen.	Burgeng cloth	3 unit	CHP/1/CD2 Georgador e/ prester	6 packs 2 pes	Table cloth
A bear	Galiy Golfres	1 1 direct			1 million and the
Spen.	Taby Washet	1,897	Temperator Sabygeiona-	1 pack	Garbage bags Bathing
1.04	Carpet 6.9. + 8.8	1.04	ruch which	2 sets: much	paraphenuica (ackill and cloid)
1.04	Classes level)	1 pe	Bottle Sienkom, electric		DUNG MATERIALS/ REFERENCES
1 pr	Clothers Manuperi	1 pc	Stethoscore		1 Mother and Can Baby
t an	Clothes tack	1007	S4pive		2 bitant Cant Freeding
		-	Operational	-	3. Skiry books is g.
Junt	Clatters, irren and balance for benoty	1000	telephone unit	·	Casdonnia, snow winte, cft
1.00	Checa work	i0 acts	Themsmellet (Oral, nectal, Axella, Tympanec)		 Geriatrics & Gludy of Maturity
Siat	Cooling ofmath.	1 oral	Read transfer		 Camplete Early Childhood
S pes	Cutting Island	1 411	Washing machine - Heavy Duty		6 Baby Pray
Trail	a shale from the second	Lunt	Diser		7 Fundamentalis a Narseno
	Sector Se		Weighting south		H. Cookbook
- DE	T locing brails. T horize ognitari	100	Wheel-user		8 Cookbook 9 Tockler Play
1. pc. 10. pcs		Tunit	Vanuen celaner		10. Care of the Adu
110	Hot water bag	1 pc	- Heavy Duly Corresode		11. First Aid Book
Tipe	heop	T ph	Gare or scaller		32. Cleaning of
1 ps	stutter	1 pr	High chair/booster seat/ portable neut		Deferient Annas the house
T-mail	Poly and pay	1 1 100	Thesauna trailey wi	1 1 1 1	
197	a set and bare	-	+ contractoria	rack.	12 Crayons
10.pes	e (Nysk handstare		 medione glass: themsomelier would thematig set 		14. Play Dough 15. Shape sorter 16. Colorivy Book
Jais	Apriat	1 548			17 Manazar Mobele
1.140	Crutcheri	a li mach	Dummy (baby and adult) **		H. Freih K.pull toy
1 pet	PRAFE TOTAL TABLE	i nach	During for CPR		19 Toys (assorted games and attrassortes
Spen	Ptand triwel	- 04	FICE EQUIPMENTI FURNITURE		TAPESDOSC
1.64	Exercicing salettives (Chalat pard pativiti)	1 000			20 CPR Onfani, Child and Adul
1-64		tant	Tolevision		21. Artificial Forqu.
					(hofarit; Child a

Amendments

Recommended list of tools, equipment and materials for the training of 25 trainees for CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II.

TRAINING CENTER OFFICE

	Contractor of	EQUIPMENT
QTY.	UNIT	DESCRIPTION/SPECIFICATION
1	PG :	Gompatier table
3	BETS	Office table (regular size) with citarts
2	PC	Sieel sab-hel
- 1	SET	Computer with complete accessories and administration
1	UNIT	Telephone with inhole t
1	SET	Prother
-1	11111	Air conditioning unit
1	PC	Wall skock
2	SET	Feit ald kn
1	64	Rechargeable imargancy lange
2	FC	Fire extrigurativer
. 9	PC	Buliersh board
		TOOLS
QTV	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	2003079
1	PCS	Staglini
-	PCS	Funitian
1	PC.	While board eraser
		MATERIALS
UTY	UNIT	DESCRIPTIONUSPECIFICATION
1.	REAM	A4, letter, legal bond gaper (each)
26	PC8.	Long, short Follor each
216	PCS	Long, short Envelop each
1	FIEAM	A4, letter, legal boret paper (skett)
Y.	BOX	Fastenec
- Y -	BOX.	Staple www
3	PCB	Ealand, / Pril convertion taple / Paul
1	BOX.	Paper de
2	PCS.	White board merkers (RED, BLUE, BLACK (resch)
3	PCS	Panol atasor
	INSTRUCTIO	NAL MATERIALS and LEARNING GUIDES
DTY	UNIT	DESCRIPTION/SPECIFICATION
	COPY	Session plans per unit of competinity
_	CDPY	On the Job Training (CUT) program
	1	
2/	COPIES	Transes Repart Books
		Euromative association tools per anti-relative of anti-sit
T	COPY	CERTIFICIENTIN'

CONTEXTUAL LEARNING AREA

OTY	UNIT	TIESCREPTION/SPECIFICATION
21.1		the second se
11	POSTER	Programs strait for 25 thankes for the gas/Review
3.	POSTER	List of competency standards for the qualification
1	PC	Wail dock
25	PQ.	Am chażs
1	PC	Long Taille
1	TIMU	LCD pagecior
1	194	White braini (brg)
8:	P.C.	White board markets
2	Pig	White toord senter
1.	PC	Trainer Chait
1.1	PQ	Trainer Table with drawni
1	LINET	Aussonditioning unit

	10005	1	EQUIPMENT		MATERIALS
City	Georgian.	- Qty	Description	-Olly:	Description
	02530107111111		1.000 St. 28.20 [10]		AdM()
Lunit	Medical tray	1 0141	VHS/CD/D/D Ptayer		22. Fracture
I and	Moong book	1 see	Selacet		23. Spraned Anile
Wate.	Pad				24 Burns
5 pes.	Pecket				26. Child safets three about playing and safe.
1 pc	Park up Interp				26. Multiple Casualty Management
12 para	Political captor				And Address of the
0.043	Haten			1.	
Tistif.	Portable water				
T-LIEUE	Polato masher				
2 pcs.	Hacard book	-			
fipes-	Higher showin				
1 ted	Selver warn				
10 peca	Scop dish				
1 pc	Toop (platke) miller)				

QTY:	UNIT	DESCRIPTION/SPECIFICATION
Sec. 1	SET	Desktop conjuder with internet access
	SET	Long table with 4 channel
2	UNITI	Si-okthelyes
1	COPT	Relevant Training Regulation for the gamilication
12	COPIES	Competency-Based Learning Module (CBLW)
1	2687	Gutcome beset Tlaining Cumpulan for the qualification
-		Relevant Phalappine terms and regulations
		 EA 11052 OSH Law
		+ FLA 10173 Data Prevety fast
		 RA 9003 Ecological Solid Watter Management
	100000	Act of 2008
2	EACH .	 FA 6089 Toxic Substances & Hazardius 8.
	1 Elevente	Nuclear Wastes Control Act of 1990
		 PD 668 Code on Sandation of the Philippines.
		 Exercise Bill 22/11 Caregivers Walters Act
		 RA 7184 Philippine Nursing Act
		 RA 10918 New Pharmacy Law
2	COPIES	WHO Guidelines of intertion prevention and control
		Text reterance or book reference
		 Fondomentals of Caregovirg
		Fundamental of fluming
		 Caregiving for newborn to presoftable:
		 Human Pupket Gaste
		 Method lightnary
		 MIML/PPO
		 Precipies and practice of therapeutic
	COFIES EACH	communication
		 Energipies and practice of argoniumits
		 Basic human anatomy
- 2		 Basic suman physiology
		 Propele # Growth and Development
		 Principles in hygienic practices and techniques
		 Proppies in Trecapeutic techniques
		Meternel and Child Nursing
		Ilarly Childhood Assessment
		Child and additional payonians
		Caregivers Care plan or Narsing Care aten.
		 Effect and legal standard of care docut and
		almosi.)
		 Panagles of Infection Control
- 5	COMES	Os DROW OLOW south!
	6-50 (E.B.	Audiovaual Video presentation
		 Haridwashing techniques
		 Glowing technique
		Wearing of Personal protective argument
		 Bathing of the <u>double-hogier</u>.
		 Cooking ment for marterschulter
		 Freparing snack for toddler and <u>anderstrokler</u>
		 Gradeschoning types of play
	COPIET	 Common Injuries and incident anti-its
3	EACH	management among <u>coate/schools</u>
		 Basic First ait and Basic Life Support with AED II
		childian
		 Multiple casually menagement
		 Secondary see characteristics
		 Goal orientation, vacation and parent Termal plantational and parent bits
		 Termal vole therapolity and responsibility
		 Annety / depression among <u>acadesuboxies</u> and to menophysical
		menagament

1, Provide /	valuation and	Care to Personal Heeds of Gradeschooler EQUIPMENT
OTY	UNIT	DESCRIPTION/SPECIFICATION
3	UNITS	Electric slove (1 tiamer)
1	UPHT	Chies during to battering (alload) invest
1	LINET	Digital motowere (ven
2.	UNITE	Blender
.t.	TIMU	Rice codial
.1	UneT	Bread toxiler Dering Table (atliant groot nv # parson)
1	UNIT	LCD projector
-	SET	Autio-videll etcol0/rem
1	UNIT	Computer or Lepise
1	UNT	Porter
1.1.1		TOOLS
DIX	LINIT	DESCRIPTIONOSPECIFICATION
6	PCS	Eigtal thermometer
1	PG8	Medical Tray (stainless steel, alleast 450mm = 200mm
1	PCS	Small trucker/pel (pleetin)
.8	PCG	Dipper (pteshi)
.+	PCS	Food Tray (Plasts: / startists steel, regular scrut
3	SETS	Etonerwete (basic)
3	SETS.	Rischen kniege (hasis)
-2	ULTS :	Säverware (besit)
- 7,	SETS	Citacoware (Switc)
2	UNDTS	Skillet Conking uternate
-	5475	Pots and part
	PCS	Edition apron
	P05	Pearler (plantic) limites: (iteel)
14	PCS	Cutarg Soare
	PCS	Fig hakter
2	LENTS.	Meanuting cup
1	FC	Whiteboard
-	PC	City Chart (Cleant's Care plan made by the Doctor or
	150	Nurses)
COLL 1		MATERIALS
GITY	UNIT	DESCRIPTION/SPECIFICATION
	PGS ACS	Each towel (Children size)
1	PCS	Half sole (advant PS greens)
3	P6-1	THEIR STORE CONTRACTOR OF A Land
3	SETS	Ciomes (Shin, short, undernamin,)
3	SET3	Grooming kit (harbrush-son/s, nail sussors/nail cutter)
5.	PCS	Hand Towel
3		Gral Hygiene ka (Padia toothtmish soft bristles, 441)
	3815	toothpeate adjeant 52 ml)
2	SELC	Condments
. 2	5675	Food items use for preparing meaks and snacks."
4	PCS	Table cicits
-2	PCS	Lagued asage (here) westing adapted 100ms bottle capar
2		Liquid defergent (vicinen vier attable 200m) Settie
	#08	Jupecty
1	PACKS	Gerbage long (requirer time that fits the Incide
4	PCS	Clarkage his ruleriess steepplastic with cover)
25	FC	Sample muturg care plan template
-25	FC FC	Sample chent cip chart
25	the second se	Personal care support plan Endorsement report
	FC	Hond Paper
1	REAM	Baltoper Pen (Grow Red Blue Back Guentry 1 bo
	BUDY.	percolor)
10000		INSTRUCTIONAL NATERIALS
OTT	UNIT	DESCRIPTION/SPECIFICATION
	201405	Competency-Heard Learning Module (CBLB)
6		Module of Instruction: Providing assistance and cars to
6	int an article	
and the local data and the local	CORV	personal needs infigrate schooler
6	CORY	personal naediu ni grazia sidnoolar

		EQUIPMENT
211	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1.	SET	Audis-exten equipmont
1	1114/1	Computer or Laptop
1	1/04/2	Printia
10-	15 minute	TODAS
21 Y	LINGS	BESCRIPTION/SPECIFICATION
1	. PC	Geleang books
1	PC	Compons
4	PQ	Pentils
1	PG	Pag zioads
1	PG	Baselis to Stringe
1	PG	Construction sets / Builting Modes
1	- #C	Seniauty .
1	PC	Puplet
1	PC	Phy sloop)
1	PĈ	Shape sates
1	PC	Push orig pull trays
1	PC	Whiteboord
1	PC	Cip Charl (Clerc's Care plan angle by the Doctor or
		(Auros)
	in the second second	MATERIALS
014	UNC	DESCRIPTIONESPECIERCATION
25	PG	Sample manang care plan templatic
26	PC	Siample client clip offert
26	PC	Personal tare support plan
26	PG .	Endursement report
1	REAM	Einnid Paper
1	Incor.	Enablediet Fire (Color: Roll, Blue, Blues, Ocanality, 1 Into
	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	per color)
10.5	A CONTRACTOR OF A CONTRACTOR OFTA CONTRACTOR O	NSTRUCTIONAL MATERIALS
QTT .	UNIT	DESCRIPTION SPECIFICATION
1	COPIES	Competency-Based Learning Module (CBLM)
1 1: Fester I	CDPV	cagnition development of grade subscien
	1	capition development of grade schooler in and Development of Grade schooler EQUIPTION
	1	cagnition development of grade subscien
1: Festier I	Physical Growt	cagnition development of grade schooler in and Development of Grade schooler EQUIPTION
1: Festier 1 Q7Y	Physical Growt	Eagnitive development of grade schooler is and Development of Grade schooler EddsPwShT DESCRIPTION/SPECOTCATION
1: Festier I Q7Y 1	Physical Growt	expetition development of grade schooler EastPasser EastPasser DESCREPTION/SPECIFICATION LCD projector
I: Fester I 07Y 1	Physical Growt Unit Gray BET	East Development of Grade schooler East Development of Grade schooler EastPresent DESCREPTIONESPECIFICATION LCD projector Audio-sideo equipment
I: Fester I 07Y 1 1 1	Physical Growt UNIT UNIT SET UNIT	Cagnifies development of Grade schooler EGGPPMENT EGGPPMENT DESCRPTION/SPECOTCALION LCD-projectur Auto-sideo equipment Computer or Lightip
I: Fester I 07Y 1 1 1	Physical Growt UNIT UNIT SET UNIT	trand Development of Grade schooler EGONPMENT DESCREPTION/SPECIFICATION LCD projectur Auflis sideo equipment Compains or Lightp Frietur
D: Fester 1 07Y 1 1 1 1	Physical Growt UNIT GIAT GET UNIT UNIT	cagnifies development of Grade schooler Eduarweiser Eduarweiser DESCREPTIONESPECIFICATION LCD projectur Auflissides equipment Computer or Liptup Frietur TOOLS
C Fester I 07Y 1 1 1 1 1 1	Physical Growt UNIT UNIT UNIT UNIT UNIT UNIT PC PC	expetition development of Grade schooler Exam Development of Grade schooler ECOMPAGENT DESCREPTIONPSPECIFICATION LCD projectur Audio sideo equipment Computer of Lightp Feitur TODLS DESCREPTIONPSPECIFICATION
City 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT GIAT SIET UNIT UNIT UNIT PC PC FIC FIC	expetition development of Grade schooler FainPresent EasiPresent EasiPresent EasiPresent Computer or Laptop Fishte TOOL5 DESCRIPTION/SPECIFICATION Coloring books Coloring
2: Fester 1 07Y 1 1 1 1 1 1 1 1	Physical Growt UNIT UNIT UNIT UNIT UNIT UNIT PC PC	expetition development of Grade schooler Examples and Development of Grade schooler FatePresent DESCREPTION/SPECIFICATION LCD projectur Audio-sideo equipment Computer or Laptop Frietur TOOLS DESCREPTION/SPECIFICATION Galaring books Cragoin
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT GIAT SIET UNIT UNIT UNIT PC PC FIC FIC	expetition development of Grade schooler FainPresent EasiPresent EasiPresent EasiPresent Computer or Laptop Fishte TOOL5 DESCRIPTION/SPECIFICATION Coloring books Coloring
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT GIET UNIT UNIT UNIT HWIT PC PC FC FC	expetition development of Grade schooler EGGSPWEET EGGSPWEET DESCREPTION/SPECOTCATION LCD projectur Audio-siden equipment Computer or Laptup Frietu TOOL5 DESCREPTION/SPECOTCATION Cotorny booke Congroin Periotu Peg Broacies
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT GET UNIT UNIT PC PC PC PC PC PC PC	expetition development of Grade schooler Eddarweiser E
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Drowd UNIT DIAT UNIT UNIT PC PC PC PC PC PC PC PC	expetition development of Grade schooler Exam Development of Grade schooler FOURPWENT DESCREPTIONESPECIFICATION LCD projectur Audio-sideo equipment Computer of Liptop Fistur TOOLS DESCREPTIONESPECIFICATION Galaring books DESCREPTIONESPECIFICATION Galaring books Congoin Poeron Neg Broads Reacts to Strings Construction sets / Building basis.
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Drowd UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC	expetition development of Grade schooler Exam Development of Grade schooler FOURPWENT DESCREPTION/SPECIFICATION LCD projectur Audio-sideo equipment Computer or Lightp Februa TOOLS DESCREPTION/SPECIFICATION Cotomy books DESCREPTION/SPECIFICATION Cotomy books Congoins Percen Percen Percen Construction sets / Building blocks Sciences
2: Fester 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growd UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Examples development of Grade schooler FatePresent EatePresent ECO projector Auto-sides equipment Computer or Laptop Frieter TOOLS DESCRIPTION/SPECIFICATION Cotomy books Chayots Person Person Person Person Person Person Sciences Construction sets / Building Stacks. Sciences
2. Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growd UNIT GIAT GIAT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Examples development of Grade schooler FEAMPAGENT DESCREPTION/SPECIFICATION LCD projectur Audio-sideo equipment Computer or Laptop Printur TOOLS DESCREPTION/SPECIFICATION Column books DESCREPTION/SPECIFICATION Column books Chargets Percen
2: Fester 1 0/7Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growd UNIT UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Exam Development of Grade schooler Exam Descreptionspecial Attraction DESCREPTIONESPECIFICATION LCD projectur Autionades equipment Computer or Lightp Frieful DOBL5 DESCREPTIONESPECIFICATION Column books Congoin Perceu Yeg Broace Perceu Yeg Broace Reacts to Enrigs Genstration sets / Building Blocks School Page Block School Physic Block School Physic Block School Physic Phy
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT USAT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Eddarweiser Eddarweiser Eddarweiser Eddarweiser Eddarweiser Eddarweiser Eddarweiser DESCREPTIONESPECIFICATION Computer of Lightp Feitur TOOLS DESCREPTIONESPECIFICATION Coloring books Origons Poerols Peerols Peerols Rearts to Stringts Rear
2: Fester 1 0/7Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growd UNIT UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Fourier of Grade schooler Fourier of Grade schooler Fourier of Grade schooler Fourier of Labor Audio addes equipment Computer or Labor Fourier of Labor TOOLS DESCRIPTION/SPECIFICATION Computer of Labor Fourier Computer of Labor Fourier Computer of Labor Computer of Labor Computer of Labor Computer of Labor Paper Paper Phy dough School Phy dough School Phy dough School Phy South Phy South Careford Carefo
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT USAT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Eand Development of Grade schooler Family BESCREPTIONESPECIFICATION LCD projectur Auto-sides equipment Computer or Lightp Fisher TOOLS DESCREPTIONESPECIFICATION Coturns books Chayots Person Per
2: Fester 1 0/7Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT USAT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Fourier of Grade schooler Fourier of Grade schooler Fourier of Grade schooler Fourier of Labor Audio addes equipment Computer or Labor Fourier of Labor TOOLS DESCRIPTION/SPECIFICATION Computer of Labor Fourier Computer of Labor Fourier Computer of Labor Computer of Labor Computer of Labor Computer of Labor Paper Paper Phy dough School Phy dough School Phy dough School Phy South Phy South Careford Carefo
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growt UNIT GIAT GIAT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Exam Development of Grade schooler Exam De SCREPTIONESPECIFICATION LCD projectur Audis sideo equipement Computer or Lightsp Feitur TOOLS DESCREPTIONESPECIFICATION Column books Computer Paper Pa
2: Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growd UNIT USAY UNAY UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Fourier Fourier of Grade schooler Fourier Fourier of Grade schooler Fourier Fourier of Grade schooler Fourier of Labor of Grade schooler Fourier of Labor of Grade schooler LCD projector Audio sideo equipment Computer of Labor of Grade schooler Fourier of Computer of Grade schooler Computer of Labor of Grade schooler Computer of Computer of Grade schooler Computer of Grade schooler Computer of Compute
2. Fester 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Doned UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Fourier Fourier and Development of Grade schooler Fourier Fourier and DeSCREPTIONPSPECFICATION LCD projectur Audio-adeo equipment Computer or Lightp Fold Com
Cary 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Densel UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler FourParts Band Development of Grade schooler FourParts DESCREPTION/SPECIFICATION LCD projectur Audio-adeo equipment Computer or Lightp Felore TOOLS DESCREPTION/SPECIFICATION Cotomy books Congoins Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia Perovia P
2 Fester 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Densel UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Earned Trevelopment of Grade schooler FGMPWENT DESCREPTION/SPECIFICATION LCD projectur Audio-sideo equipment Computer or Lightp Felore TOOLS DESCREPTION/SPECIFICATION Coloring books Charge books Charge Books Charges Percel
2: Fester 1 0/7Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Growd UNIT GIAT UNAT UNAT UNAT UNAT UNAT UNAT UNAT UN	expetition development of Grade schooler Exam Development of Grade schooler Exam Set DESCREPTION/SPECIFICATION LCD projector Autio-sideo equipment Computer or Lightp Friefle TOOR.5 DESCREPTION/SPECIFICATION Column books Charms books Charms books Computer sets / Reating basels Bearts to Ensign Construction sets / Reating basels Bearts Sciente Pach and pull tays Wreefcous Pach and pull tays Wreefcous Automation DESCREPTION/SPECIFICATION Sample context Column books Column
2 Fester 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Densel UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Four Provide Stripper St
2: Fester 1 0/7Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Densel UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler FourParties Band Development of Grade schooler FourParties DESCREPTION/SPECIFICATION LCD projector Audio-adeo equipment Computer or Lightp Felore TOOLS DESCREPTION/SPECIFICATION Coturns books Congoins Pereins
2: Fester 1 0/7Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Densel UNIT UNIT UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Fourputer of Grade schooler Computer of
2. Fester 1 0.7Y 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Densel UNIT UNIT UNIT UNIT UNIT UNIT UNIT UNIT	expetition development of Grade schooler Eddarweiser Eddarweiser Eddarweiser Eddarweiser DESCREPTIONESPECIFICATION LCD projectur Aufis-sideo equipment Computer or laptop Frietur TODA.5 DESCREPTIONESPECIFICATION Column books Charting books Computer school Periodu Column books Charting books Computer school Periodu Column books Computer school Descreption Desc
2. Fester 1 07Y 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Physical Drovel UNIT UNIT UNIT UNIT PC PC PC PC PC PC PC PC PC PC PC PC PC	expetition development of Grade schooler Earned Tevelopment of Grade schooler EGAMPWENT DESCREPTION/SPECIFICATION LCD projectur Audio-sideo equipment Computer or Lightp Felore TOOLS DESCREPTION/SPECIFICATION Coturns books Chayots Perceu Pegroau Perceu Pegroau Perceu Perceu Perceu Pactors Cotypeter Marcellans Cotypeter Marcellans Cotypeter Marcellans Cotypeter Marcellans Cotypeter Marcellans Cotypeter Marcellans Cotypeter Perceu Perc

	couted texture (172-12)	y Tox Grade schooler EGGRPMENT
037¥	I UNIT	DESCRIPTION/SPECIFICATION
1	LINIT	Durnity for child (with 19H delactor and cacher)
1	UNIT	AED for pitcle schooler (primitype)
1	UNIT	Drianeg Troley
.1.	UNIT	LCD projector
-	SET	Autio-adam equipment
.1	Uto'T.	Computer or Lightpi
1	1.001	Previor
		1004.5
GIY	T UNIT	DESCRIPTION/SPECIFICATION
1	FC	Surgical tessers
1	PC	Bandage scissors
1	FC	Pick up formaps
17	PETS	Tinnie forteps
2	PCS	Burgion turnegs
2	SETS.	Hard Spit (Different store: Ann, Innsam, thigh, legi
0	SETS	Soft Split
2	SETS	First aid kit
3	PCE	Mechanil dray (rtainioux sized)
1	1455	Nichwy basin (plautostaimicra ateri)
1	PCS	invitorment thuy with somer (stainteen adset)
1000	Accession Collaboration	and we plot and the second
1	PC	Cervical collar for gradeactatides.
1	1945 1	Cardiac board for gasdasabaales.
1	PC	Whiteboard
1	PC.	Clip Chart Clerch Care plan made by the Ductor of
111		Nurset
OTN .	1 10000	MATERIALS DESCRIPTION(SPECIFICATION
GTY	UNITE	and the second se
1	BOX .	Ciean proves (50 pairs)
4	SEXTS	Surgical gloves (different sizes: 5.4, 6.6.5, 7, 7.5, 8)
	BC34	Durgical mask (50 pieces)
+	HOTTLES	70% alcohol (atkent 250ml capacity)
29	POS	Hospital hair net
2	PACKE	Cotton Illete (glaag) 100 telle)
16	40.5	Triangio bandage
1	LIETS .	Klashr Bantage (different size 21, 31, 41)
10	PCS	Suigical wound transfer (adapt 4x4)
1	192	Soaking solution limitisment disinfectant, 500 ml)
	1011	Rinning solution (Plain 1458, 1000 ml)
28	「お佐	Diample trunkig care plan template
26	- PC	Sample elient clip chart
25	PE	Personal care support plan
25	P.C.	Endursement report
31	REAM	Bond Paper
14	EC.	Bulgoint Pen (Calif. Red. Blue, Black, Quartery 1 Sc
		per color)
	all and the second second	STRUCTIONAL MATERIALS
QTV	UNIT	DESCRIPTION/SPECIFICATION
÷.	CORES	Competency-Based Learning Module (CBLM)
14	COPI	Module of Instruction Response to enargency for
		draides/douties
: Footer	Physical Growt	hand Development of Adolescent
0.252		ECOPMENT
are	UNIT	DESCRIPTION/SPECIFICATION
1	LINET	LCD projector
1	SET	Auto-viteo esuprient
1	Unit	Computer or Laptop
1	UNIT	Pratter
		TOOLS
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	#C	Che Chart LiGent's Care plan made by the Dector or
	The second second	Names 1
		1 This is a second se
OTP.	1000	MATERIAL S
36	UNIT	DESCRIPTION/SPECIFICATION
25	and the second sec	Sample nursing cars plan temptane
	PC	Sample stent dip chart
25	PC	Personal care support plan
25.	FC	Endorsement report
4.	REAN	Bond Paper
	PO/	Battpont Pen LGaliz Fini Bue, Back, Quantity 1 box
1	-	D6V.00404 1
1		STRUCTIONAL MATERIALS
		the second se
ñv.	INT	DESCRIPTION/SPECIFICATION
1 289		DESCRIPTION/SPECIFICATION Competency-Based Learning Module (CIII, M)
άν.	INT	DESCRIPTION/SPECIFICATION

		EQUIPMENT
LOTY .	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	1.CD projector
1	TET	Autio-video equantent
1	UNET.	Computer or Lepho
T	UNIT	Printer
		TOOLS
- QTV	UNIT	DESCRIPTION/SPECIFICATION
	54	Whiteboard
377	192	Clip Chart Colercia Care plan marte by the Coctor in
	1.000	Nurses I
		MATERIALS
QTT.	MNIT	DESCRIPTIONISPECIFICATION
26	PC.	Sample murbing care plan temphate
-26	PO:	Sample client dip chien
26	- PQ	Personel care support plan
25	PC	Endurantement report
	REAM	-Batat Paper
	#IDX	Ralport Pen (City Red The, Black Guanity 1 to
	1	THE OFFICE AND THE PARTY OF THE OFFICE OFFIC
- ALEY		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIEIL	Compilency-Based Learning Module (CBL8)
+	COPY	Module of Instruction Processing developmental task f
	-	adolescence
T. Respon	d to Emergents	r hir Adolestent
	Contraction of the local division of the loc	ÉQUEMENT
UTY	LINIT	DESCRIPTION/SPECIFICATION
1	LINIT	Durumy for attud. (with light stetlector and clicker)
+	1,8417	AED for madeactables (prototype)
-	RING	Dressing Trolley
1	LINIT	LCD presector
- F	SET	Audio-video ecuetorient
	UNIT	Compiler of Laptop
1	MINT	Fiater
1.	A/19412	1004.5
VICEN .		
GTV	PC	DESCRIPTION/SPECIFICATION
	PC PC	Surgical sources
		Bandage accusion
	PC	Pick up forceps
2.	1423	Traisiue forceps
- ÷	405-	Тыгрене Андера
2.	5ET5	med Split (Different sides: Arm Joreans, Bugh, leg)
3.	BETS	Soft Spill
	SETS	First and kpl
- Re	PC5	Stebcal Iray (starriess steel)
- 31	PCS	Hidney hasin (plasticistamiless stuat)
2	ACR.	ansmurterni they with cover Literniess steel)
1	PC.	Gervical collar for gradeagbables
1	FC	Carduic board for gradesphooles
1	PC .	Whiteboard
1	FC	Glip Chart L Cokton Care plan made by the Dactor or
		Ninhet.)
		MATERIALS
OTT	URIT	DESCRIPTION/SPECIFICATION
1	EOS.	Clean gloves (50 pairs)
1	SEXTS	Surgical gloves (offenerit score) 5.5, 8,6 5, 7, 7 5, 81
1	EQX.	Surgical mask (50 paces)
n.	BOTTLES	76% attotol (adjasst 250mi masenty)
25	PCS	Historial have net
0.1	PACKS	Cotion Balls (released 100 balls)
18	PACE	and we have been added as some the standing of the standard with the standard withe standard with the standard with the
3.0	SETS	Tasage bendege
10		Eleste Bandage (otheren) size (21, 21, 41)
and the second sec	PCS.	Surgical wound bandage (alload 4x4)
1	PG.	Soaking solution instrument deinfectient, 500 mit
1	PQ.	Rituing subtion (Plain NSS, 1000 mi)
26	T AE	Thereas a second second second second
35	PC PC	Sample nursing itere plan template
25	PC PC	Sample client clip chieft
		Personal care support plan
28	PC.	Endursement report
1	PIEAM	Bond Paper
1	BOX	Bullpoint Pen (, Color, Reit, Blue, Black, Quentity, 1 bo)
	1.	per color
		STRUCTIONAL MATERIALS
Mes T		FUE AR PROPERTY AND
ary	UNIT	DESCRIPTION/SPECIFICATION
aty 5	COPIES	Competency-Based Learning Module (CBLR)
the second s	the second se	

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)				Amendments				
.5 Training Fa	cilities						_	
The Caregivir oncrete structur tudents/trainees saching/learning bilows:	re. Base , the spa	d on clas	as intake of 2 ements for th	25 ie	Based on learners/trainees	a cla	iss intal	ke of 2
Space Requirement	Size in Moters	Area in Sq. Meters	Total Area in Sq. Meters		Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Administration Office					Administrative/Of fice Area		15 sq.m.	15 sq.m.
Demonstration Room					Training Resource Area		10 sq.m.	10 sq.m.
- Child Care		30 sq.m	00 aq.m		Practical Work Area - Eiderly		20 sq.m.	20 aq.m.
 Home Management 		60 sq.m.	60 sq.m.		Contextual Learning Area		20 sq.m.	20 sq.m.
- Elderly Care		30 sq.m.	30 sg.m.		Learning Resource Area		30 sq.m.	30 sq.m.
 Care for People with 		30	30		Computer Laboratory		15 sq.m.	15 sq.m.
Special Needs		sq.m	sq.m.		Circulation Area		10 sq.m.	10 sq.m.
Academic Room		30 sq.m.	30 sq.m.		Career Counseling Area		30 вq.m.	30 sq.m.
Study Room/ Learning Resource Center					Clinic/Lactating Room		5 sq.m.	5 sq.m.
Clinic					Comfort Room for Special Child and Elderly		5 sq.m.	5 sq.m.
Separate Restrooms for Female and Male					Separate restrooms for female and male		10 sq.m.	10 sq.m.
Library holdings must be less than five (5) titles related and for each title at least 3 copies each					Т	otal works	hop area:	170 sq. m.
7	otal works	hop area:	180 sq. m.					
Working Field 0.25 bectare (MOA/Rental)								

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments		
3.6 Trainer's Qualifications			
 Must be a holder of NC III Must have undergone training on Training Methodology II (TM II) Must be physically and mentally fit *Must have at least 2-3 years job/industry experience on supervisory/managerial level Must possess good communication skills *Optional. Only when required by the hiring institution 	 Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Caregiving (Elderly) NC II Must be a graduate of any allied health courses or Bachelor's Degree Must possess good communication skills Must have at least two (2) years industry experience for the last five (5) years 		
3.7 Institutional Assessment			
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.		
SECTION 4 Assessment and Certification Arrang	jements		
 4.1 To attain the National Qualification of Caregiving NC II, the candidate must demonstrate competence through project-type assessment covering all units listed in Section 1. The successful candidate shall be awarded a National Certificate signed by the TESDA Director General. 4.2 The qualification of Caregiving NC II may be attained through - 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas - 4.2.1.1 Providing care and support for infants, toddlers and children Provide care and support to infants/ toddlers Provide care and support to children Foster social, intellectual, creative and emotional development of children Foster the physical development of children Respond to emergency Clean living room, dining room, bedrooms, toilet and bathroom Wash and iron clothes, linen and fabric Prepare hot and cold meals 	Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards. The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to a full qualification or employable unit(s) of competency in partial fulfillment of the requirements of the national qualification. 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS 4.1.1 To attain the national qualification of CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency.		

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Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
 4.2.1.2 Providing care and support for the elderly and people with special needs Provide care and support to elderly Provide care and support to people with special needs Maintain healthy and safe environment Respond to emergency Clean living room, dining room, bedrooms, toilet and bathroom Wash and iron clothes, linen and fabric Prepare hot and cold meals 4.2.2 Demonstration of competency through project-type assessment covering all required units of qualification 4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.4 The following are qualified to apply for assessment and certification: 4.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs 4.4.2 Experienced workers (wage employed or self employed) 4.5 Reassessment is allowed only after one month from the date of assessment. Reassessment for two (2) consecutive times will be required to not successfully achieve. 4.6 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment. 4.7 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessors are allowed to conduct competency assessors are allowed to conduct competency assessors are allowed to conduct competency assessors are allowed to competency assessors are not allowed to assessment. 	 Foster physiological needs and cognitive development of grade schooler Foster physical growth and development of grade schooler Respond to emergency for grade schooler Respond to emergency for grade schooler COC 2 Provide care and support to adolescent (13 to 19 years old) Foster physical growth and development of adolescent Provide development tasks for adolescent Respond to emergency for adolescent Broster physical growth and development of adolescent Respond to emergency for adolescent Upon accumulation and submission of all the COCs acquired, an individual shall be issued the corresponding Nationa Certificate for the Qualification. 4.1.3 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency. 4.1.4 Graduates of WTR-registered programs or formal/non formal/informal including enterprise-based trainings related to CAREGIVING (GRADD SCHOOLER TO ADOLESCENT NC II. 4.1.4.2 Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least two (2) years within the last five (5) years may apply for recognitior in formal training, previous work or life experiences with at least two (2) years of caregiving experience within the last five (5) years may apply for recognitior in this Qualification through Portfolic Assessment.

Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
 4.9 Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance of assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center. 4.10 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification. 	 Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on "Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL, within the TESDA Assessment and Certification System. 4.1.6 Holders of National Certificate (NC) or Certificates of Competency (COC) in Caregiving Services NC II are required to undergo re-assessment under the amended Training Regulations (TRs) upon expiration of their Certificates. 4.1.7 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines or the Implementation of the "Philippine TVET Competency Assessment and Certification System (PTCACS)". 4.2 COMPETENCY ASSESSMENT
	REQUISITE 4.2.1 Self-Assessment Guide. The self assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre- assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.
	 This document can: a. Identify the candidate's skills and Knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers

	undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.
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