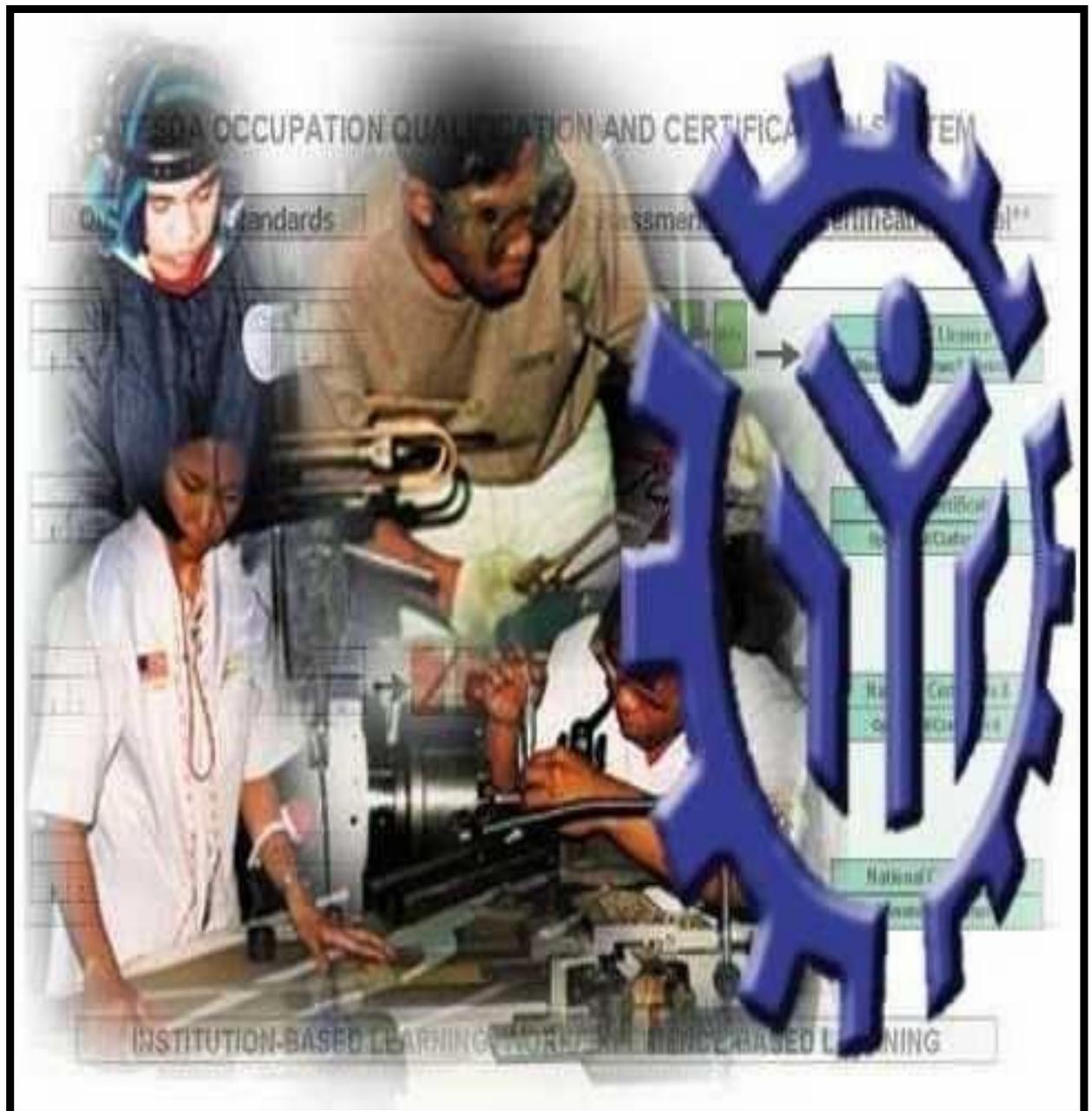


# TRAINING REGULATIONS

## DENTAL HYGIENE LEVEL IV



### HUMAN HEALTH/HEALTH CARE SECTOR

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**

East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila Philippines

*Technical Education and Skills Development Act of 1994  
(Republic Act No. 7796)*

**Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.**

The Training Regulations (TR) serve as basis for the:

- 1 Development of curriculum and assessment tools;
- 2 Registration and delivery of training programs; and
- 3 Establishment of competency assessment and certification arrangements.

Each TR has four sections:

Section 1 Definition of Qualification - describes the qualification and defines competencies that comprise the qualification.

Section 2 The Competency Standards format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

Section 3 Training Arrangements - contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.

Section 4 Assessment and Certification Arrangements - describe the policies governing assessment and certification procedures for the qualification

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# TRAINING REGULATIONS FOR DENTAL HYGIENE LEVEL IV

## SECTION 1 DENTAL HYGIENE LEVEL IV

This **DENTAL HYGIENE LEVEL IV** consists of competencies relating to rendering oral health promotion and preventive measures, performing oral examination and prophylaxis, taking brief clinical history, taking radiographs, giving oral-health education to patients, managing dental records and resources and providing effective patient/client service.

The Units of Competency comprising this qualification include the following:

<b>UNIT CODE</b>	<b>BASIC COMPETENCIES</b>
5003311401	Utilize specialized communication skills
5003311402	Develop and lead teams
5003311403	Perform higher-order thinking processes and apply techniques in the workplace
5003311404	Contribute to the practice of social justice in the workplace
5003311405	Manage innovative work instructions
5003311406	Manage and evaluate usage of information
5003311407	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
5003311408	Lead towards improvement of environment work programs, policies and procedures
5003311409	Sustain entrepreneurial skills
<b>UNIT CODE</b>	<b>COMMON COMPETENCIES</b>
HHC516201	Maintain an effective relationship with customers and clients
HHC516202	Manage own performance
HHC322201	Maintain instruments and equipment in work area
HHC322204	Follow occupational health and safety policies in dental laboratory facilities
HHC322205	Maintain infection control in dental practice
HHC323203	Apply basic first aid
ICT311201	Operate a personal computer
<b>UNIT CODE</b>	<b>CORE COMPETENCIES</b>
HHC325301	Perform oral examination
HHC325302	Promote oral health and hygiene
HHC325303	Operate a dental radiographic equipment
HHC325304	Apply the principle of radiology biology and protection in dental practice
HHC325305	Perform scaling and polishing
HHC325306	Maintain dental records and resources
HHC325307	Provide effective patient/client service

Occupational/Job titles corresponding to this qualification may include:

- Dental Hygienist**
- Dental Assistant**

The national practice of this qualification requires a license from the Board of Dentistry – Professional Regulation Commission.

## SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **DENTAL HYGIENE LEVEL IV**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS**

**UNIT CODE : 500311401**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate discussion with groups, and contribute to the development of communication strategies.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required to fulfill job roles as specified by the organization

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained 2.5 Negotiation and conflict resolution strategies are used where required 2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving/ receiving Feedback 2.1.4 Interpretation of information 2.1.5 Role boundaries setting 2.1.6 Negotiation 2.1.7 Establishing empathy 2.1.8 Openness and flexibility in communication 2.2 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views/opinions are respected 3.5 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
			flexibility in communication 3.19 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/ receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Facilitate group discussion	5.1 Mechanisms which enhance <b>effective group interaction</b> is defined and implemented 5.2 Strategies which encourage all group members to participate are used routinely 5.3 Objectives and agenda for meetings and discussions are routinely set and followed 5.4 Relevant information is provided to group to facilitate outcomes 5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 5.6 Specific communication needs of individuals are identified and addressed	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 Openness and flexibility in communication 5.4 Communication skills relevant to client groups	5.1 Full range of communication techniques including: 5.1.1 Effective communication process 5.1.2 Active listening 5.1.3 Giving/receiving feedback 5.1.4 Interpretation of information 5.1.5 Role boundaries setting 5.1.6 Negotiation 5.1.7 Establishing empathy 5.1.8 Openness and flexibility in communication 5.2 Communication skills required to fulfill job roles as specified by the organization
6. Conduct interview	6.1 A range of appropriate communication strategies are employed in <b>interview situations</b> 6.2 Records of interviews are made and maintained in accordance with organizational procedures 6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated	6.1 Communication process 6.2 Dynamics of groups and different styles of group leadership 6.3 Effective questioning techniques 6.3 Communication skills relevant to client groups	6.1 Full range of communication techniques including: 6.1.1 Effective communication process 6.1.2 Active listening 6.1.3 Giving/ receiving feedback 6.1.4 Interpretation of information 6.1.5 Role boundaries setting 6.1.6 Negotiation 6.1.7 Establishing empathy 6.2 Effective clarifying

			and probing techniques (questioning skills) 6.3 Communication skills required to fulfill job roles as specified by the organization
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	May include: 2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.7 Openness and flexibility in communication
3. Types of Interview	May include: 3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	May include: 4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues</p> <p>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</p>
2. Resource Implications	2.1 Access to appropriate workplace where assessment can take place
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Case Study</p> <p>3.2 Interview</p> <p>3.3 Portfolio</p> <p>3.4 Written Test</p> <p>3.5 Role Play</p>
4. Context for Assessment	4.1 This unit should be assessed on the job through simulation

**UNIT OF COMPETENCY : DEVELOP AND LEAD TEAMS**

**UNIT CODE : 500311402**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Foster Individual growth	1.1 <b>Learning and development needs</b> of team members are systematically identified in line with <b>organizational requirements</b> 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement 1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: 1.4.1 Types of Decisions Teams Make 1.4.2 Team Responsibilities 1.4.3 Problems That Affect Teams 1.4.4 Building Strong Team Communication 1.4.5 Expressing Yourself on a Team 1.4.6 Team Problem Solving	1.1 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds 1.5 Planning skills to organize required resources and equipment to meet learning needs 1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 1.7 Facilitation skills to conduct small group training sessions

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Foster individual and team growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>	<p>2.1 Advanced coaching and mentoring techniques</p> <p>2.2 Performance evaluation concepts</p> <p>2.3 Training and development techniques</p>	<p>2.1 Instructional planning and delivery skills</p> <p>2.2 Monitoring and evaluation skills</p> <p>2.3 Mentoring and coaching skills</p>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4 Records and reports of competency are maintained within organizational requirement	3.1 Types and levels of learning evaluation 3.2 Learning styles and strategies 3.3 Training and development approaches	3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluation skills 3.3 Mentoring and coaching skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team 4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team 4.4 Career planning for each member are monitored	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluation skills 4.3 Mentoring and coaching skills
5. Facilitate accomplishment of team goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluation skills 5.3 Mentoring and coaching skills 5.4 Organizational leadership

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include: 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational requirements	May include: 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	May include: 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	May include: 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Identified and implemented learning opportunities for others</li> <li>1.2. Gave and received feedback constructively</li> <li>1.3. Facilitated participation of individuals in the work of the team</li> <li>1.4. Negotiated learning plans to improve the effectiveness of learning</li> <li>1.5. Prepared learning plans to match skill needs</li> <li>1.6. Accessed and designated learning opportunities</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or tasks</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Observation of work activities of the individual member in relation to the work activities of the group</li> <li>3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY : PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE**

**UNIT CODE : 500311403**

**UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
<p>1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.</p>	<p>1.1 <b>Effectiveness and efficiency</b> of workplace standards and procedures are examined.</p> <p>1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented.</p> <p>1.3 Evaluation reports are prepared and communicated to team members.</p>	<p>1.1 Systems, standards, procedures and protocols in the workplace.</p> <p>1.2 Different methods of critical and appreciative inquiry and their relevance to different situations</p> <p>1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p>	<p>1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>1.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p>

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Foster the habit of critical inquiry and curiosity in the workplace.	2.1 Issues and situations are reflected on and wondered about. 2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams. 2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams. 2.4 Growth mindset and positive relationship and communication is applied in the context of <b>curiosity and critical inquiry</b> in the workplace.	2.1 Different methods of critical and appreciative inquiry and their relevance to different situations. 2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). 2.4 Growth mindset and positive communication and relationship strategies and techniques.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 2.2 Communicating to actively listen and to ask questions of others in a constructive way. 2.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.  2.6 Communicating insights on workplace effectiveness and efficiency.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Develop practical action plans for improving workplace conditions.	<p>3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders.</p> <p>3.2 <b>Practical action plans</b> in improving workplace conditions are formulated, presented and negotiated with stakeholders.</p> <p>3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization.</p> <p>3.4 Commitment to continuous improvement and change is highlighted.</p> <p>3.5 Passion and dedication for changing and adapting to the demands of the 21<sup>st</sup> century workplace are considered.</p>	<p>3.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>3.4 Growth mindset and positive communication and relationship strategies and techniques.</p> <p>3.5 Creative negotiation skills.</p> <p>3.6 Change management and continuous improvement concepts.</p>	<p>3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>3.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>3.6 Communicating practical insights on improving workplace conditions.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include; <ul style="list-style-type: none"> <li>1.1 Developing a more efficient way of doing something</li> <li>1.2 Developing a new idea</li> <li>1.3 Developing and improving products and services</li> <li>1.4 Enhancing skills and career opportunities</li> <li>1.5 Enhancing the physical environment</li> <li>1.6 Financial benefit</li> <li>1.7 Greater personal satisfaction</li> <li>1.8 Improving interpersonal relationships</li> <li>1.9 Evaluating overall workplace conditions</li> </ul>
2. Curiosity and critical inquiry	May include: <ul style="list-style-type: none"> <li>2.1 Accuracy</li> <li>2.2 Breadth</li> <li>2.3 Clarity</li> <li>2.4 Depth</li> <li>2.5 Emotion</li> <li>2.6 Fairness</li> <li>2.7 Logic</li> <li>2.8 Meaning</li> <li>2.9 Planning</li> <li>2.10 Attention</li> <li>2.11 Precision</li> <li>2.12 Relevance</li> <li>2.13 Significance</li> <li>2.14 Social engagement</li> <li>2.15 Society</li> <li>2.16 Style</li> <li>2.17 Growth mindset</li> <li>2.18 Positive communication</li> <li>2.19 Positive negotiation</li> <li>2.20 Workplace conditions</li> <li>2.21 Appreciative inquiry methods</li> </ul>

<p>3. Practical action plans</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Insights on continuous improvement</li> <li>3.2 Creative strategies and techniques for becoming better at work and real life</li> <li>3.3 Career plans</li> <li>3.4 Challenging workplace policies, procedures and protocols</li> <li>3.5 Specifying plans for change and adapting to the demands of the contemporary workforce</li> <li>3.6 Challenges in negotiating with stakeholders and teams</li> <li>3.7 Change management, innovation and knowledge creation</li> <li>3.8 Contractual agreements</li> <li>3.9 Extreme time pressure or non-negotiable deadlines</li> <li>3.10 Financial limitations</li> <li>3.11 Procedures determined by laws or other regulations</li> <li>3.12 Safety issues</li> <li>3.13 When others are totally closed to new ideas</li> <li>3.14 acknowledging shared responsibility</li> <li>3.15 adopting a positive 'can do' attitude</li> <li>3.16 following up on practical details</li> <li>3.17 pro-actively seeking information</li> <li>3.18 suggesting a new approach</li> <li>3.19 talking to others about possible answers</li> <li>3.20 constraints of the broader context and environment</li> <li>3.21 overall goal - what needs to be achieved</li> <li>3.22 personal hopes and expectations</li> </ul>
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## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.</p> <p>1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life</p> <p>1.3 Practiced the habit of critical inquiry and curiosity in the workplace</p> <p>1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.</p> <p>1.5 Developed practical action plans for improving workplace conditions.</p>
<p>2. Resource Implications</p>	<p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p> <p>3.2 Evaluation of a candidate blog exploring different ideas and questions</p> <p>3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts</p> <p>3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives</p> <p>3.5 Observation of the candidate participating in a group problem-solving session</p> <p>3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.</p> <p>3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.</p>
<p>4. Context for Assessment</p>	<p>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY : CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE IN THE WORKPLACE**

**UNIT CODE : 500311404**

**UNIT DESCRIPTOR :** This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Update self on local, national and global trends/ issues in the workplace	1.1 <b>Media</b> are regularly <b>scanned/ monitored</b> for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity. 1.2 Knowledge and understanding of <b>local, national and global issues</b> and their interconnectedness and interdependency are acquired. 1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.	1.1 Local, national and global systems and structures 1.2 Issues affecting interaction and connectedness of communities at local, national and global levels 1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)	1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms 1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity 1.3 Engaging in discourse about the local, national and global issues

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.3 Attitude of “thinking globally and acting locally” is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement 3.4 Strategies and techniques of “thinking globally and acting locally”	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of “thinking globally and acting locally” in the workplace

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include but not limited to: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include but not limited to: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include but not limited to: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

**UNIT OF COMPETENCY : MANAGE INNOVATIVE WORK INSTRUCTIONS**

**UNIT CODE : 500311405**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed 1.2 Climate for <b>innovation</b> at the organizational level is defined 1.3 Innovation drivers in the workplace are identified	1.1. Four drivers of innovation according to Gallup Management Journal (2007) 1.2. Contextual variables related to innovative practices in the organization 1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1. Effectiveness of innovative practices in the workplace is determined 2.2. <b>Innovative behaviors</b> of leaders or managers in the organization are assessed 2.3. Driving principles of innovation are discussed	2.1 Determinants of innovative behavior by Scott and Bruce (1992) 2.2 Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation
3. Implement innovative ways in the conduct of usual workplace practices	3.1. Innovative behaviors in the workplace are performed 3.2. Innovative climate in the workplace is maintained 3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved	3.1 Determinants of innovative behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	3.1 Developing risk management techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include: 1.1 Products versus processes 1.2 Radical versus incremental 1.3. Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate 1.2 Promoted the value of creativity, innovation and sustainability and recognize successes 1.3 Supported the testing and trialing of new ideas and undertake risk management and cost-benefit analysis for options 1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management 1.5 Facilitated effective contributions to and communications about continuous improvement and innovation 1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Impact evaluation materials (guide and form)
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Interview 3.2 Written Evaluation 3.3 Case analysis
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

**UNIT OF COMPETENCY : MANAGE AND EVALUATE USAGE OF INFORMATION**

**UNIT CODE : 500311406**

**UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to support**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Review information needs and sources	1.1. The <b>information</b> needs of individuals/teams are determined and the sources are identified. 1.2. Information held by the organisation is reviewed to determine suitability and accessibility. 1.3. Plans are prepared to obtain information that is not available or accessible within the organization.	1.1. Analysis and display techniques 1.2. Information evaluation issues 1.3. Information storage requirements and methods 1.4. Reporting procedures of the organisation	1.1. Analysing record information 1.2. Communicating effectively 1.3. Disseminating information 1.4. Presenting information
2. Collect and analyze information	2.1. <b>Collection</b> of information is interpreted timely and relevant to the needs of individuals/teams. 2.2. Information is collected in formal suitable for analysis, interpretation and dissemination. 2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.	2.1. Information collection, collation 2.2. Analysis and display techniques 2.3. Information evaluation issues 2.4. Information storage requirements and methods 2.5. Reporting procedures of the organisation	2.1. Collecting and collating information 2.2. Analysing record information 2.3. Communicating effectively 2.4. Disseminating information 2.5. Presenting information

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Use management information systems	<p>3.1. <b>Management information systems</b> are used to store and retrieve data for decision making.</p> <p>3.2. Technology available in the work area/ organisation is used to manage information.</p> <p>3.3. Recommendations for improving the information system are submitted to designated persons/ groups.</p>	<p>3.1. Analysis and display techniques</p> <p>3.2. Information collection, collation</p> <p>3.3. Information evaluation issues</p> <p>3.4. Information storage requirements and methods</p> <p>3.5. Reporting procedures of the organisation</p>	<p>3.1. Analysing record information</p> <p>3.2. Collecting and collating information</p> <p>3.3. Communicating effectively</p> <p>3.4. Disseminating information</p> <p>3.5. Presenting information</p> <p>3.6. Using management information systems to store and retrieve data</p>
4. Report and disseminate analyzed information	<p>4.1. The results of information gathering, <b>analysis</b> and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe</p>	<p>4.1. Analysis and display techniques</p> <p>4.2. Information collection, collation</p> <p>4.3. Information evaluation issues</p> <p>4.4. Information storage requirements and methods</p> <p>4.5. Reporting procedures of the organisation</p>	<p>4.1. Analysing record information</p> <p>4.2. Collecting and collating information</p> <p>4.3. Communicating effectively</p> <p>4.4. Disseminating information</p> <p>4.5. Presenting information</p> <p>4.6. Using management information systems to store and retrieve data</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include: 4.1. Computers 4.2. Communication channels 4.3. Records management 4.4. Procedures 4.5. Manuals 4.6. Protocol 4.7. Legislation 4.8. Guidelines and awards 4.9. Organizational 4.10. Legal and policy materials

## EVIDENCE GUIDE

<p>1 Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Identified information needs and sources</li> <li>1.2 Collected and analyzed information</li> <li>1.3 Determined the correct / preventive action</li> <li>1.4 Used management information systems</li> <li>1.5 Record and support information</li> </ul> <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2 Resource Implications</p>	<p><b>Specific resources for assessment</b></p> <ul style="list-style-type: none"> <li>2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.</li> </ul>
<p>3 Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Interview</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>4 Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ul>

**UNIT OF COMPETENCY : LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES**

**UNIT CODE : 500311407**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 <b>OSH practices and programs</b> are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or <b>OSH reference guides</b> are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills 1.2. Evaluating skills
2. Recommended OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures	2.1. OSH Programs 2.2. OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills 2.5. Observation skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures 3.2 Concern personnel are guided in accordance with workplace policies and procedures 3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures 3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures	3.1. Coaching Concepts 3.2. OSH work improvement initiatives 3.3. Supervisory Concepts	3.1. Monitoring Skills 3.2. Evaluation Skills 3.3. Auditing Skills 3.4. Coaching Skills 3.5. Supervisory Skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Planning, implementation and maintenance of manufacturing plants</li> <li>1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs</li> <li>1.3 First aid within the workplace</li> <li>1.4 Safety inspection practices</li> </ul>
2. OSH Reference Guides	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Occupational Safety and Health Standards Book</li> <li>2.2 OSHA Safety Bulletins and Magazines</li> <li>2.3 Equipment Safety Operating Instructions</li> <li>2.4 Established National Safety Management Books</li> <li>2.5 Credible OSH Web-sites</li> <li>2.6 Safety Solution Guide Books and Handbooks</li> </ul>
3. OSH Work Improvement Initiatives	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</li> <li>3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)</li> <li>3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</li> <li>3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ol style="list-style-type: none"> <li>1.1. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures</li> <li>1.2. Evaluate current practices and programs based on acceptable level of OSH work standards</li> <li>1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario</li> <li>1.4. Present OSH program improvement plans based on workplace policies and procedures</li> <li>1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures</li> <li>1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures</li> <li>1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures</li> </ol>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ol style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 PPE</li> <li>2.4 Health records</li> </ol>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> <li>3.4 Observation/Demonstration and oral questioning</li> </ol>
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ol>

**UNIT OF COMPETENCY :** LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES

**UNIT CODE :** 500311408

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess environmental work practices and programs	1.1. <b><i>Environmental practices and programs</i></b> are reviewed based on workplace policies 1.2 Appropriate personnel or <b><i>environmental reference guides</i></b> are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1. Presentation Skills 2.2 Critical thinking 2.3. Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on <b><i>environmental work program initiatives</i></b> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.1. Inspection Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include: <ul style="list-style-type: none"> <li>1.1 Utilization of Energy, Water, Fuel</li> <li>1.2 Segregation Practices</li> <li>1.3 Waste Disposal and Reuse</li> <li>1.4 Saving Resources</li> <li>1.5 Waste Collection</li> <li>1.6 Usage of Hazardous Materials</li> <li>1.7 Chemical Application</li> <li>1.8 Equipment Operation</li> <li>1.9 Dewatering and Discharging</li> <li>1.10 Surface Disturbance</li> <li>1.11 Periodic Inspection</li> <li>1.12 Resource Storage and Handling</li> </ul>
2. Environmental Reference Guides	May include: <ul style="list-style-type: none"> <li>2.1 Air Emission and Ambient Air Quality Guidelines</li> <li>2.2 Energy Conservation Guidelines</li> <li>2.3 Wastewater and Ambient Water Quality Guidelines</li> <li>2.4 Water Conservation Guidelines</li> <li>2.5 Hazardous Materials Management</li> <li>2.6 Waste Management</li> <li>2.7 Noise</li> <li>2.8 Contaminated Land</li> <li>2.9 Cultural Conservation Guides</li> </ul>
3. Environmental Work Program Initiatives	May include: <ul style="list-style-type: none"> <li>3.1 Low Energy Lighting</li> <li>3.2 Water Reduction initiatives</li> <li>3.3 Holding Employee Awareness event</li> <li>3.4 Recycling Waste Materials</li> <li>3.5 Unplugging power converters overnight</li> <li>3.6 Tree-Planting</li> <li>3.7 Wild-life conservation</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies*</li> <li>1.2. Evaluated current practices and standards based acceptable level of environmental work standards</li> <li>1.3. Organized environmental standard improvement plans based on workplace policies and procedures</li> <li>1.4. Presented environmental standard improvement plans based on workplace policies and procedures*</li> <li>1.5. Promoted approved environmental work initiatives based on workplace policies and procedures</li> <li>1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Written/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.4 Simulations and role-plays</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</li> </ul>

**UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS**

**UNIT CODE : 500311409**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to update and continue one’s professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Enhance one’s business skills	1.1 <b>Entrepreneurial skills</b> development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of <b><i>continuous improvement</i></b> is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/tarpaulins, flyers, social media, etc.)
3. Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate <b><i>internal controls</i></b> . 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial skills	May include: 1.1. Financial management skills 1.2. People management skills 1.3. Operations management skills 1.4. Business acumen
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated enhancement of one’s entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs, enterprise workers and third parties</p> <p>2.2 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through :</b></p> <p>3.1 Written report</p> <p>3.2 Written examination</p> <p>3.3 Demonstration/observation with oral questioning</p> <p>3.4 Portfolio assessment with interview</p> <p>3.5 Third-party report</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

## COMMON COMPETENCIES

**UNIT OF COMPETENCY: MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENTS AND CUSTOMERS**

**UNIT CODE: HHC516201**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes and values required in building and maintaining an effective relationship with clients, customers and the public.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a clean and hygienic environment	1.1 Uniform and personal grooming maintained to assignment requirements.  1.2 <b><i>Personal presence</i></b> maintained according to <b><i>employer standards.</i></b>  1.3 Visible work area kept tidy and uncluttered.  1.4 Equipment stored according to assignment requirements.	1.1 Uniform and personal grooming requirements of the employer and the client 1.2 Occupational safety and health requirements for the assignment 1.3 Assignment instructions	1.1 Attention to detail when completing client/employer documentation 1.2 Interpersonal and communication skills required in client contact assignments
2. Meet client/customer requirements	2.1 <b><i>Client requirements</i></b> identified and understood by referral to <b><i>assignment instructions.</i></b>  2.2 Client requirements met according to the assignment instructions.	2.1 Assignment Instructions 2.2 Use of various means of communication (additional) 2.3 Customer Service 2.4 Telephone Technique 2.5 Problem Solving and Negotiation 2.6 Maintaining	2.1 Customer service skills required to meet client/customer needs 2.2 Punctuality 2.3 Customer Service 2.4 Telephone Technique 2.5 Problem Solving and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Changes to <b><i>client's needs and requirements</i></b> monitored and <b><i>appropriate action taken.</i></b>  2.4 All communication with client or <b><i>customer</i></b> is cleared and complied with assignment requirements.	Records	Negotiation 2.6 Maintaining Records 2.7 Attention to detail when completing client/customer 2.8 Interpersonal and communication skills required in client contact assignments
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to.  3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according employer policy.  3.3 Client fully informed of all relevant matters in a timely manner and according to agreed reporting procedures.	3.1 Types of customers/clients 3.2 Behaviors, gestures and attitudes 3.3 Related customer information and requirements	3.1 Dealing with customers/clients concerns 3.2 Asserting employer policies and procedures 3.3 Implementing security information and procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders
3. Client Requirements	May include: 3.1 Assignment instructions 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May be conveyed in: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client Needs and Requirements	May be detected by: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referring to appropriate employer personnel 6.3 Clarification of client needs and instructions 6.4 Hazard reports
7. Customers	May include: 7.1 All members of the public

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Maintained a professional image</li> <li>1.2 Interpreted client/customer requirements from information</li> <li>1.3 Dealt successfully with a variety of client/customer interactions</li> <li>1.4 Monitored and acted on changing client or customer needs</li> <li>1.5 Met client/customer requirements</li> <li>1.6 Built credibility with customers/client</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Assessment Centers/Venues</li> <li>2.2 Accredited Assessors</li> <li>2.3 Modes of Assessment</li> <li>2.4 Evaluation Reports</li> <li>2.5 Access to a relevant venue, equipment and materials</li> <li>2.6 Assignment Instructions</li> <li>2.7 Logbooks</li> <li>2.8 Operational manuals and makers/customers' instructions</li> <li>2.9 Assessment instruments, including personal planner and assessment record book</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Demonstration with questioning</li> <li>3.3 Observation with questioning</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency maybe assessed in actual workplace or at designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY: MANAGE OWN PERFORMANCE**

**UNIT CODE: HHC516202**

**UNIT DESCRIPTOR:** This unit of competency covers the knowledge, skills and attitudes in effectively managing own workload and quality work.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan for completion of own workload	1.1 <b>Tasks</b> accurately identified. 1.2 Priority allocated to each task. 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed with agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.	1.1 Site and assignment requirements 1.2 Employer policy on performance management	1.1 Ability to plan and prioritize workloads and requirements 1.2 Implement work plans according to employer policy 1.3 Time and task management
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed <b>performance</b>	2.1 Indicators of appropriate performance for each area of responsibility 2.2 Steps for	2.1 Ability to observe and record performance-related concerns and

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p><b><i>standards.</i></b></p> <p>2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards.</p> <p>2.3 Guidance from management applied to achieve or maintain agreed standards.</p> <p>2.4 Standard of work clarified and agreed according employer policy and procedures.</p>	improving or maintaining performance	information 2.2 Time and task management
3. Build credibility with customers/ clients	<p>3.1 Client expectations for reliability, punctuality and appearance adhered to.</p> <p>3.2 Possible causes of client/customer dissatisfaction identified, dealt with, recorded and in accordance with employer policy.</p> <p>3.3 Client fully informed of all relevant matters in a timely manner.</p>	<p>3.1 Indicators of appropriate performance to build credibility</p> <p>3.2 Steps in providing information and relevant security matters</p>	<p>3.1 Time and task management</p> <p>3.2 Self-evaluation and monitoring skills [additional]</p> <p>3.3 Time and task management</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May be identified through: <ul style="list-style-type: none"> <li>1.1.1 Assignment Instructions</li> <li>1.1.2 Verbal Instructions by Senior Staff</li> <li>1.1.3 Policy Documents</li> <li>1.1.4 Duty Statements</li> <li>1.1.5 Self Assessment</li> </ul> 1.2 May be: <ul style="list-style-type: none"> <li>1.2.1 Daily tasks</li> <li>1.2.2 Weekly tasks</li> <li>1.2.3 Regularly or irregularly occurring tasks</li> </ul>
2. Performance Standards	May include: <ul style="list-style-type: none"> <li>2.1 Assignment Instructions</li> <li>2.2 Procedures established in policy documents</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Planned for completion of own workload</li> <li>1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements</li> <li>1.3 Demonstrated capacity to complete task within specified time frame</li> <li>1.4 Maintained quality of own performance</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 Assessment Centers/Venues</li> <li>2.2 Accredited Assessors</li> <li>2.3 Modes of Assessment</li> <li>2.4 Evaluation Reports</li> <li>2.5 Access to relevant venue, equipment and materials</li> <li>2.6 Assignment Instructions</li> <li>2.7 Logbooks</li> <li>2.8 Operational manuals and makers'/customers' instructions</li> <li>2.9 Assessment Instruments, including personal planner and assessment record book</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Demonstration with questioning</li> <li>3.3 Observation with questioning</li> <li>3.4 Oral questioning/Interview</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>

**UNIT OF COMPETENCY: MAINTAIN INSTRUMENTS AND EQUIPMENT IN WORK AREA**

**UNIT CODE: HHC346201**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes required in maintaining instruments and equipment in the work area.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare to clean used items	1.1 <b>Safe work practices</b> and standard precautions are followed at all times in accordance with <b>legislative and workplace guidelines.</b> 1.2 Sharps and sharps debris are disposed into a container and in accordance with workplace guidelines. 1.3 <b>Waste</b> is segregated and disposed in accordance with organization and legislative guidelines.	1.1 Workflow protocols in the instrument reprocessing area 1.2 Workplace procedures for using ultrasonic cleaner 1.3 Workplace procedures for manual cleaning 1.4 Instrument maintenance checklists	1.1 Maintaining workflow protocols in instrument reprocessing area from contaminated to clean and disinfect
2. Clean and dry used items	2.1 <b>Workflow protocols</b> are maintained in instrument reprocessing area and in accordance with workplace guidelines. 2.2 Instruments are <b>prepared for cleaning</b> and in accordance with workplace guidelines. 2.3 <b>Appropriate</b>	2.1 Workflow protocols in the instrument reprocessing area 2.2 Workplace procedures for using ultrasonic cleaner 2.3 Workplace procedures for manual cleaning 2.4 Instrument maintenance checklists	2.1 Following safe work practices and applying standard precautions during cleaning and preparation of items: - Checking items for defects after cleaning

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.4 <b>Cleaning agents</b> are selected and used in accordance with workplace guidelines and manufacturer's specification.</p> <p>2.5 <b>Cleaning methods</b> that avoid the generation of aerosols are used in accordance with workplace guidelines.</p> <p>2.6 Instruments are dried and inspected for damage and remaining debris and in accordance with workplace procedures.</p> <p>2.7 <b>Cleaning process</b> is monitored in accordance with workplace guidelines.</p>		<p>agents</p> <ul style="list-style-type: none"> <li>- Selecting and safely using appropriate cleaning agents</li> <li>- Selecting and wearing appropriate personal protective equipment</li> </ul> <p>2.2 Maintaining workflow protocols in instrument reprocessing area from contaminated to clean and disinfect</p> <p>2.3 Operating mechanical cleaners including ultrasonic cleaner or steamer</p> <p>2.4 Drying items before packaging</p>
3. Prepare and pack items for storage	<p>3.1 Instruments with hinges or ratchets are opened and unlocked in accordance with standard operating procedures.</p> <p>3.2 Instrument trays are prepared in accordance with</p>	<p>3.1 Workflow protocols in the instrument reprocessing area</p> <p>3.2 Workplace procedures for using ultrasonic cleaner</p> <p>3.3 Workplace</p>	<p>3.1 Following safe work practices and applying standard precautions during cleaning and preparation of items:</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>workplace protocols.</p> <p>3.3 <b><i>Critical site instruments</i></b> are packaged or wrapped in a manner that prevents damage to delicate items.</p>	<p>procedures for manual cleaning</p> <p>3.4 Instrument maintenance checklists</p>	<ul style="list-style-type: none"> <li>- Checking items for defects after cleaning agents</li> <li>- Selecting and safely using appropriate cleaning agents</li> <li>- Selecting and wearing appropriate personal protective equipment</li> </ul> <p>3.2 Maintaining workflow protocols in instrument reprocessing area from contaminated to clean and disinfect</p> <p>3.3 Operating mechanical cleaners including ultrasonic cleaner or steamer</p> <p>3.4 Drying items before packaging</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Safe work practices	May include but are not limited to: <ul style="list-style-type: none"> <li>1.1 Treatment of all items as a potential source of infection</li> <li>1.2 Personal hygiene practices especially washing and drying hands</li> <li>1.3 Work practices for the safe handling of sharps</li> <li>1.4 Work practices for the safe disposal of sharps and other clinical waste</li> <li>1.5 The use of personal protective equipment:               <ul style="list-style-type: none"> <li>1.5.1 heavy duty gloves</li> <li>1.5.2 mask and protective eyewear</li> <li>1.5.3 hair protection or covering</li> <li>1.5.4 protective clothing and safety footwear</li> </ul> </li> <li>1.6 Safe handling, storage and disposal of chemicals</li> <li>1.7 Safe handling techniques especially as they relate to lifting and handling dangerous and contaminated items</li> </ul>
2. Legislative and workplace guidelines	May include: <ul style="list-style-type: none"> <li>2.1 Infection control guidelines for the transmission of infectious diseases in the health care setting</li> <li>2.2 State legislative requirements</li> <li>2.3 Organization infection control policies and procedures</li> <li>2.4 Occupational Health and Safety policies and procedures</li> <li>2.5 Material Safety Data Sheets for the chemicals used</li> </ul>
3. Waste	May include but is not limited to: <ul style="list-style-type: none"> <li>3.1 Clinical waste:               <ul style="list-style-type: none"> <li>3.1.1 discarded sharps</li> <li>3.1.2 human tissues</li> <li>3.1.3 laboratory waste</li> <li>3.1.4 any other waste as specified by the workplace</li> </ul> </li> <li>3.2 Related waste:               <ul style="list-style-type: none"> <li>3.2.1 radiographic waste</li> <li>3.2.2 chemical waste</li> <li>3.2.3 metal alloy waste</li> </ul> </li> <li>3.3 General waste</li> </ul>
4. Disposal of waste requirements	May include: <ul style="list-style-type: none"> <li>4.1 Disposal in accordance with:               <ul style="list-style-type: none"> <li>4.1.1 Environment Protection Policy (Waste Management)</li> <li>4.1.2 Environment Protection Regulations (Waste Management)</li> </ul> </li> <li>4.2 Organization policy</li> </ul>
5. Work flow protocols	May include: <ul style="list-style-type: none"> <li>5.1 Separate hand washing facilities</li> <li>5.2 Sink suitable for disposal of liquid waste</li> <li>5.3 One direction flow of instruments from contaminated to clean to sterile</li> </ul>

VARIABLE	RANGE
	5.4 Designated work area that is physically separate to prevent possible contamination of processed items 5.5 Identification and reporting of disruptions to work flow protocols in accordance with workplace procedures
6. Preparation of instruments for cleaning	May include: 6.1 Sorting according to type of instrument and corresponding cleaning method 6.2 Written procedures for handling specialized items 6.3 Disassembly of instruments where possible for detergent to reach all surfaces 6.4 Checking for instrument defects, damage and missing parts
7. Selection and use of appropriate cleaning agents	May include: 7.1 Meeting requirements of Product Data Bulletins and Materials Safety Data Sheets for the chemicals used
8. Cleaning methods	May include: 8.1 Initial treatment of used instruments close to their point of use to decrease bio burden 8.2 Thermal washer/disinfector in accordance with current standards 8.3 Ultrasonic cleaner in accordance with current standards 8.4 Manual cleaning
9. Monitoring the cleaning process	May include: 9.1 Visual inspection of all items for cleanliness and absence of detergent or rinse additive residues 9.2 Daily cleaning and maintenance of ultrasonic cleaner and washer/disinfector 9.3 Daily performance testing of ultrasonic cleaner 9.4 Daily checks of washer/disinfector function and detergent dispenser
10. Critical site instruments	May include: 10.1 Instruments which must be cleaned and disinfected as needed
11 Routine cleaning and checking of sterilizers	May include but is not limited to: 11.1 Daily checks: 11.1.1 floor of sterilizer is free of debris 11.1.2 chamber drain and filter are clear 11.1.3 recording devices, gauges and timers are functioning correctly 11.1.4 water reservoir (portable benchtop sterilizers) emptied, cleaned and refilled with distilled water 11.1.5 door seals are intact 11.2 Cleaning: 11.2.1 loading tray and external surfaces cleaned daily

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Followed safe handling, drying and cleaning protocols</li> <li>1.2 Followed correct packing, assembly and wrapping procedures and storage</li> <li>1.3 Followed appropriate OH&amp;S procedures</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace: Real or simulated work area</li> <li>2.2 Appropriate tools and equipment</li> <li>2.3 Appropriate supplies and materials</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Written Test/Examination</li> <li>3.3 Third Party Report</li> <li>3.4 Portfolio</li> </ul>
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in the workplace or in a simulated work setting or environment.</p>

**UNIT OF COMPETENCY: FOLLOW OCCUPATIONAL HEALTH AND SAFETY POLICIES IN DENTAL LABORATORY FACILITIES**

**UNIT CODE: HHC346204**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes required in applying relevant OHS legislation and codes of practice, including duties and responsibilities for all parties under general duty of care.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1 Follow workplace procedures for hazard identification and risk control	1.1 Hazards in the work area are recognized and reported to supervisor in accordance with workplace procedures. 1.2 <b>Workplace procedures and work instructions for controlling risks</b> , including infection control, are followed accurately. 1.3 <b>Workplace procedures</b> for dealing with accidents, fires and emergencies are followed where necessary.	1.1 Hazards 1.2 Workplace Procedures 1.3 Work Instructions for controlling risks 1.4 Infection Control 1.5 Personal Hygiene and Personal Protection including immunization 1.6 Legislative Requirements and Best Practice Approaches to OSH 1.7 Emergency Procedures	1.1 Manual Handling Techniques 1.2 Safe Handling Techniques 1.3 Correct use of equipment, instruments and materials in accordance with manufacturer's specifications 1.4 Safe work practices to prevent or minimize risk 1.5 Reading and writing skills 1.6 Oral communication skills
2 Contribute to the management of OHS	2.1 OHS issues are raised with designated personnel and co-workers as appropriate. 2.2 Contributions are made as appropriate to workplace OHS discussions.	2.1 Occupational Safety and Health Policy and Procedures 2.2 Workplace Procedures	2.1 Safe work practices to prevent or minimize risk 2.2 Reading and writing skills 2.3 Oral communication skills
3 Utilize and implement strategies as	3.1 The environment is kept clean and tidy. 3.2 Personal hygiene	3.1 Occupational Safety and Health Policy	3.1 Utilizing and implementing strategies

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
directed to prevent infection in the workplace	3.3 practices are followed. Any <b><i>items that may be contaminated</i></b> are disposed of safely.	and Procedures 3.2 Workplace Procedures 3.3 Personal Hygiene 3.4 Disposal Procedures	3.2 Safe work practices to prevent or minimize risk 3.3 Reading and writing skills 3.4 Oral communication
4 Utilize strategies to prevent stress overload	4.1 Nominated <b><i>rest time and breaks</i></b> are taken. 4.2 Sources of <b><i>stress</i></b> are identified and issues raised with supervisor. 4.3 Work roles are clarified and followed.	4.1 Stress 4.2 Work Roles 4.3 Workplace Procedures	4.1 Utilizing and implementing strategies 4.2 Safe work practices to prevent or minimize risk 4.3 Reading and writing skills 4.4 Oral communication
5 Work in a safe manner	5.1 Defined procedures are followed to ensure personal safety. 5.2 All <b><i>work is carried out in a manner which ensures safety</i></b> of self and others 5.3 <b><i>Organizational security measures</i></b> are followed. 5.4 Safe manual handling procedures are followed.	5.1 Workplace Procedures 5.2 Organizational Security Measures 5.3 Safe Handling Manual Procedures	5.1 Working in a safe manner 5.2 Safe work practices to prevent or minimize risk 5.3 Reading and writing skills 5.4 Oral communication 5.5 Safe handling techniques

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Workplace procedures for controlling risks	May include: 1.1 Manual handling techniques 1.2 Safe handling, storage and disposal of inflammable or potentially dangerous substances 1.3 Strategies for reducing the amount of manual handling required
2. Stress	May include: 2.1 Health problems 2.2 Changes in behavior 2.3 Frequent absences 2.4 Negative attitudes 2.5 Unawareness of own stress levels
3. Rest time and breaks	May include: 3.1 Morning and afternoon tea, lunch, dinner breaks
4. Workplace procedures	May include: 4.1 Grievance procedures 4.2 Team meetings 4.3 Incident reports 4.4 Debriefing procedures following crisis 4.5 Smoke free environment
5. Items that may be contaminated	May include: 5.1 Work surfaces 5.2 Clothing
6. Working in a manner that ensures personal safety	May include: 6.1 Carrying communication equipment 6.2 Using personal protection equipment 6.3 Safe work practices for handling sharps and other hazards in dental laboratory practice 6.4 Carrying alarms 6.5 Maintaining infection control in dental laboratory practice
7. Organizational security measures	May include: 7.1 Locking doors 7.2 Alarm system 7.3 Contracted security personnel

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Worked safely and followed OHS policies and procedures in dental laboratory practice</li> <li>1.2 Complied with DOH infection control guidelines</li> <li>1.3 Contributed to the management of OHS</li> <li>1.4 Utilized and implemented strategies as directed to prevent infection in the workplace</li> <li>1.5 Utilized strategies to prevent stress overload</li> <li>1.6 Worked in a safe manner</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 Relevant dental laboratory practice/organizational policies and procedures manuals such as: <ul style="list-style-type: none"> <li>2.1.1 Incident reporting procedures</li> <li>2.1.2 OHS policy and procedures</li> <li>2.1.3 Infection control guidelines (DOH)</li> <li>2.1.4 Waste management policies</li> <li>2.1.5 Relevant state legislation</li> <li>2.1.6 Manufacturer's instructions for the use of relevant equipment, instruments and materials</li> <li>2.1.7 Material Safety Data Sheets (MSDs)</li> </ul> </li> </ul>
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation with questioning</li> <li>3.2 Oral questioning/Interview</li> <li>3.3 Portfolio</li> <li>3.4 Third Party Report</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the workplace or in a simulated work setting.</p>

**UNIT OF COMPETENCY: MAINTAIN INFECTION CONTROL IN DENTAL LABORATORY PRACTICE**

**UNIT CODE: HHC346205**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes required to comply with infection control procedures before, during and after health care procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1 Monitor and maintain the cleanliness of the dental laboratory	1.1 Appropriate personal protective wear is used during cleaning of equipment and surfaces. 1.2 Appropriate disinfectants and cleaning equipment are selected, prepared and used on surfaces in accordance with the manufacturer's specification. 1.3 Used surface covers, if applicable, are removed and replaced in a manner to prevent cross contamination. 1.4 <b>Cleaning equipment</b> is correctly stored. 1.5 All <b>surfaces</b> including internal storage units within the dental laboratory are monitored and maintained for cleanliness.	1.1 Knowledge on how infection is spread, cross infection and prevention strategies 1.2 Knowledge of relevant OSH policies and procedures 1.3 Limitations, properties and precautions required of disinfectants and decontaminates 1.4 Knowledge of potential hazards in a health environment 1.5 Knowledge of currently available vaccinations against transmissible disease 1.6 Knowledge of dental laboratory waste disposal	1.1 Applying standard and additional precautions 1.2 Using safe work practices to minimize the risk of transmission of infection 1.3 Selecting and using appropriate chemicals in cleaning and sanitizing 1.4 Using correct hand washing and hand care techniques 1.5 Using correct hygiene procedures 1.6 Selecting and using equipment and cleaning agents effectively 1.7 Using procedures appropriate to the cleansing area and purpose 1.8 Minimizing disruption to the work environment 1.9 Minimizing safety hazards for self and others 1.10 Using time management strategies to set priorities 1.11 Using technology

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		methods	to work safely and competently
2 Clean and disinfect dental laboratory /instruments and equipment	<p>2.1 Dental laboratory instruments and equipment are cleaned of bio-burden and lubricated, where appropriate, prior to cleaning and disinfecting.</p> <p>2.2 Dental laboratory instruments and equipment are checked for faults and disassembled where appropriate.</p> <p>2.3 Prior to cleaning of dental laboratory instruments and equipment are loaded safely and effectively.</p> <p>2.4 Appropriate cleaning procedures are carried out in the correct sequence and duration in accordance with manufacturer specifications.</p> <p>2.5 Regular maintenance program including faults and incidences are recognized, reported and documented.</p>	<p>2.1 Knowledge on how infection is spread, cross infection and prevention strategies</p> <p>2.2 Knowledge of relevant OSH policies and procedures</p> <p>2.3 Limitations, properties and precautions required of disinfectants and decontaminates</p> <p>2.4 Knowledge of potential hazards in a health environment</p> <p>2.5 Knowledge of currently available vaccinations against transmissible disease</p> <p>2.6 Knowledge of dental laboratory waste disposal methods</p>	<p>2.1 Applying standard and additional precautions</p> <p>2.2 Using safe work practices to minimize the risk of transmission of infection</p> <p>2.3 Selecting and using appropriate chemicals in cleaning and sanitizing</p> <p>2.4 Using correct hand washing and hand care techniques</p> <p>2.5 Using correct hygiene procedures</p> <p>2.6 Selecting and using equipment and cleaning agents effectively</p> <p>2.7 Using procedures appropriate to the cleansing area and purpose</p> <p>2.8 Minimizing disruption to the work environment</p> <p>2.9 Minimizing safety hazards for self and others</p> <p>2.10 Using time management strategies to set priorities</p> <p>2.11 Using technology to work safely and competently</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3 Maintain hygiene and personal protection	3.1 Hand washing procedures are correctly followed. 3.2 Open cuts and abrasions are covered with a waterproof dressing. 3.3 Appropriate <b>personal protection wear</b> is correctly worn. 3.4 Immunization is undertaken in accordance with current recommendations for dental health care worker. 3.5 All work is carried out in a manner that minimizes the risk of cross contamination and complies with OHS policy and procedures. 3.6 Hazards in the dental laboratory is recognized and reported to operator. 3.7 Appropriate procedures for dealing with accidents, including sharp injuries, are followed correctly.	3.1 Knowledge on how infection is spread, cross infection and prevention strategies 3.2 Knowledge of relevant OSH policies and procedures 3.3 Limitations, properties and precautions required of disinfectants and decontaminates 3.4 Knowledge of potential hazards in a health environment 3.5 Knowledge of currently available vaccinations against transmissible disease 3.6 Knowledge of dental laboratory waste disposal methods	3.1 Applying standard and additional precautions 3.2 Using safe work practices to minimize the risk of transmission of infection 3.3 Selecting and using appropriate chemicals in cleaning and sanitizing 3.4 Using correct hand washing and hand care techniques 3.5 Using correct hygiene procedures 3.6 Selecting and using equipment and cleaning agents effectively 3.7 Using procedures appropriate to the cleansing area and purpose 3.8 Minimizing disruption to the work environment 3.9 Minimizing safety hazards for self and others 3.10 Using time management strategies to set priorities 3.11 Using technology to work safely and competently
4 Dispose of dental laboratory waste safely	4.1 Appropriate protective clothing is worn or used in accordance with OHS policy and	4.1 Knowledge on how infection is spread, cross infection and	4.1 Applying standard and additional precautions 4.2 Using safe work practices to minimize

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>procedures when handling waste.</p> <p>4.2 <b>Waste is segregated, contained,</b> stored and transported correctly.</p> <p>4.3 Damaged and/or pre-packed items are disposed of safely.</p> <p>4.4 <b>Waste is disposed of safely.</b></p>	<p>prevention strategies</p> <p>4.2 Knowledge of relevant OSH policies and procedures</p> <p>4.3 Limitations, properties and precautions required of disinfectants and decontaminates</p> <p>4.4 Knowledge of potential hazards in a health environment</p> <p>4.5 Knowledge of currently available vaccinations against transmissible disease</p> <p>4.6 Knowledge of dental laboratory waste disposal methods</p>	<p>the risk of transmission of infection</p> <p>4.3 Selecting and using appropriate chemicals in cleaning and sanitizing</p> <p>4.4 Using correct hand washing and hand care techniques</p> <p>4.5 Using correct hygiene procedures</p> <p>4.6 Selecting and using equipment and cleaning agents effectively</p> <p>4.7 Using procedures appropriate to the cleansing area and purpose</p> <p>4.8 Minimizing disruption to the work environment</p> <p>4.9 Minimizing safety hazards for self and others</p> <p>4.10 Using time management strategies to set priorities</p> <p>4.11 Using technology to work safely and competently</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
5 Undertake the necessary measures to ensure prevention of transmission of infection	5.1 Risks of cross contamination are identified and appropriate responses implemented within dental practice. 5.2 Clean, contaminated and administrative zones are clearly identified and maintained. 5.3 Instruments, materials, medicaments and equipment are set up prior to commencement of treatment where appropriate. 5.4 One-way workflow from clean to dirty zone is maintained. 5.5 Risk of transmission of infection is minimized in all dental laboratory related and administrative procedures. 5.6 Spills are removed correctly.	5.1 Knowledge on how infection is spread, cross infection and prevention strategies 5.2 Knowledge of relevant OSH policies and procedures 5.3 Limitations, properties and precautions required of disinfectants and decontaminates 5.4 Knowledge of potential hazards in a health environment 5.5 Knowledge of currently available vaccinations against transmissible disease 5.6 Knowledge of dental laboratory waste disposal methods	5.1 Applying standard and additional precautions 5.2 Using safe work practices to minimize the risk of transmission of infection 5.3 Selecting and using appropriate chemicals in cleaning and sanitizing 5.4 Using correct hand washing and hand care techniques 5.5 Using correct hygiene procedures 5.6 Selecting and using equipment and cleaning agents effectively 5.7 Using procedures appropriate to the cleansing area and purpose 5.8 Minimizing disruption to the work environment 5.9 Minimizing safety hazards for self and others 5.10 Using time management strategies to set priorities 5.11 Using technology to work safely and competently

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Infection control guidelines and procedures	May include but are not limited to: 1.1 Current DOH guidelines for infection control in health care settings 1.2 Standard Precautions and Additional Precautions as defined by DOH 1.3 Dental laboratory practice/organizational policy procedures and infection control guidelines and procedures 1.4 Material Safety Data Sheets (MSDS) 1.5 Local government ordinances 1.6 Legislative requirements
2. Personal protective wear	May include but not limited to: 2.1 Sterile and non sterile gloves including heavy duty 2.2 Masks 2.3 Eye protection 2.4 Enclosed footwear 2.5 Gowns 2.6 Aprons
3. Cleaning equipment	May include but is not limited to: 3.1 Ultrasonic cleaner 3.2 Manual cleaning with a range of brushes 3.3 Drying 3.4 Buckets and mops
4. Waste segregation	May include but is not limited to: 4.1 Clinical and related waste 4.2 Infectious waste 4.3 Sharps 4.4 General waste 4.5 Other hazardous substances
5. Requirements for safe disposal of waste	May be determined by: 5.1 Main drainage 5.2 Local government ordinances 5.3 Material Safety Data Sheet (MSDS)

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge of infection risks in health environment and specifically in dental laboratory practice</li> <li>1.2 Complied with current DOH infection control guidelines and procedures, OHS and legislative requirements</li> <li>1.3 Handled waste safely managed procedures in accordance with legislative requirements</li> <li>1.4 Selected and used appropriate cleaning agents for particular surfaces and equipment in accordance with the manufacturer's specifications</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 Relevant dental laboratory practice/organizational policy and procedures</li> <li>2.2 Incident reporting procedures</li> <li>2.3 Occupational health and safety policy and procedures</li> <li>2.4 Infection control guidelines</li> <li>2.5 Waste management policies</li> <li>2.6 Relevant state legislations</li> <li>2.7 Manufacturer's instructions for the use of relevant equipment, instruments, medicaments, materials and Material Safety Data Sheets (MSDS)</li> <li>2.8 Cleaning agents currently used in the workplace</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Test/Examination</li> <li>3.2 Demonstration with questioning</li> <li>3.3 Observation with questioning</li> <li>3.4 Portfolio</li> <li>3.5 Third Party Report</li> </ul>
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in the workplace or in a simulated work setting.</p>



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply basic first aid techniques	2.1 <b>First Aid management</b> is provided in accordance with established First Aid procedures. 2.2 Casualty is reassured in a caring and calm manner and made comfortable using available resources. 2.3 First Aid assistance is sought from others in a timely manner and as appropriate. 2.4 <b>Casualty's condition</b> is monitored and responded to in accordance with effective <b>First-Aid principles</b> and workplace procedures. 2.5 Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with organizational procedures. 2.6 Casualty management is finalized according to his/her needs and First Aid principles.	2.1 First Aid Management 2.2 First Aid Procedures 2.3 Occupational Safety and Health Policies and Procedures 2.4 Vital Signs 2.5 Workplace Procedures 2.6 Basic Anatomy and Physiology	<ul style="list-style-type: none"> <li>• Resuscitation</li> <li>• Safe manual handling of casualty</li> <li>• Consideration of the welfare of the casualty</li> <li>• Assessing situation</li> <li>• Report preparation</li> <li>• Communication skills</li> <li>• Interpreting and using listed documents</li> </ul>
3. Communicate details of the	3.1 Appropriate medical assistance is requested using	3.1 Medical Assistance 3.2 Communication	3.1 Assessing situation 3.2 Preparing

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
incident	relevant <b><i>communication media</i></b> and <b><i>equipment</i></b> . 3.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel. 3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures.	Media Equipment 3.3 Emergency Services 3.4 Report Writing 3.5 Workplace Procedures	report 3.3 Communication skills 3.4 Interpreting and using listed documents

## RANGE OF VARIABLES

VARIABLE	RANGE
1. First Aid Management	This may include but is not limited to: <ul style="list-style-type: none"> <li>1.1 Workplace policies and procedures</li> <li>1.2 Industry/site specific regulations, codes</li> <li>1.3 OSH</li> <li>1.4 State and territory workplace health and safety requirements</li> <li>1.5 Allergies the casualty may have</li> </ul>
2. Physical Hazards	Physical hazards may include: <ul style="list-style-type: none"> <li>2.1 Workplace hazards</li> <li>2.2 Environmental hazards</li> <li>2.3 Proximity of other people</li> <li>2.4 Hazards associated with casualty management processes</li> </ul>
3. Risks	Risks may include: <ul style="list-style-type: none"> <li>3.1 Worksite equipment, machinery and substances</li> <li>3.2 Environmental risks</li> <li>3.3 Bodily fluids</li> <li>3.4 Risk of further injury to the casualty</li> <li>3.5 Risk associated with the proximity of the others and bystanders</li> </ul>
4 Casualty's Condition	Casualty's condition may include but be not limited to the following: <ul style="list-style-type: none"> <li>4.1 Abdominal injuries</li> <li>4.2 Allergic reactions</li> <li>4.3 Bleeding</li> <li>4.4 Burns-thermal, chemical, friction, electrical</li> <li>4.5 Cardiac conditions</li> <li>4.6 Chemical contamination</li> <li>4.7 Cod injuries</li> <li>4.8 Crush injuries</li> <li>4.9 Dislocations</li> <li>4.10 Drowning</li> <li>4.11 Eye injuries</li> <li>4.12 Fractures</li> <li>4.13 Head injuries</li> <li>4.14 Epilepsy</li> <li>4.15 Minor skin injuries</li> <li>4.16 Neck and spinal injuries</li> <li>4.17 Needle stick injuries</li> <li>4.18 Poisoning and toxic substances</li> <li>4.19 Shock</li> <li>4.20 Smoke inhalation</li> </ul>

VARIABLE	RANGE
5. Equipment and Resources	Equipment and other resources may include: 5.1 Defibrillation units 5.1 Pressure bandages 5.2 Thermometers 5.3 First Aid kit 5.4 Eyewash 5.5 Thermal blankets 5.6 Pocket face masks 5.7 Rubber gloves 5.8 Dressing 5.9 Space device 5.10 Cervical collars
6. Communication System	6.1 Mobile phone 6.2 Satellite phones 6.3 HF/VHF radio 6.4 Flags 6.5 Flares 6.6 Two-way radio 6.7 Email 6.8 Electronic equipment
7. Vital Signs	7.1 Breathing 7.2 Circulation 7.3 Consciousness
8. First Aid Principles	8.1 Checking the site for danger to self, casualty and others and minimizing the danger 8.2 Checking and maintaining the casualty's airways, breathing and circulation

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations</li> <li>1.2 Identified physical hazards of the casualty and minimized immediate risks</li> <li>1.3 Assessed and monitored the physical condition of the casualty</li> <li>1.4 Responded to emergency using basic life support measures</li> <li>1.5 Provided initial response where First Aid is required</li> <li>1.6 Dealt with complex casualties or incidents</li> <li>1.7 Prepared reports to concerned personnel in a timely manner</li> </ul>
<p>2. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant work station</li> <li>2.2 Relevant institutional policies, guidelines procedure and protocol</li> <li>2.3 Equipment and materials relevant to the proposed activities</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Interview</li> <li>3.3 Third-Party report</li> <li>3.4 Portfolio</li> </ul>
<p>4. Context of assessment</p>	<ul style="list-style-type: none"> <li>4.1 Assessment may be done in a workplace or simulated work area setting.</li> </ul>

**UNIT OF COMPETENCY: OPERATE A PERSONAL COMPUTER**

**UNIT CODE: ICT311201**

**UNIT DESCRIPTOR:** This unit defines the competency required to operate a personal computer by: starting the PC, logging in, using and working with files, folders and programs, saving work, and closing down the PC.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Start the computer	1.1 The <b>peripheral devices</b> are properly connected 1.2 Power is checked and the <b>computer</b> and peripheral devices are switched on 1.3 Proper logging in and logging off is successfully done 1.4 The <b>operating system</b> features and functions are accessed and navigated 1.5 Hardware configuration and other <b>system features</b> are checked	1.1 Peripheral Devices 1.2 Keyboard Layout and Functions 1.3 Basic parts of a computer and various hardware components 1.4 Storage devices and the concepts 1.5 Basic software operation and functionalities	1.1 Starting the computer 1.2 Connecting properly peripheral devices 1.3 Logging properly 1.4 Accessing and navigating operating system 1.5 Checking hardware configuration and other system features
2. Arrange and customize desktop display/ Windows settings	2.1 The desktop screen or Windows elements are changed as needed 2.2 Desktop icons are added, renamed, moved, copied or deleted 2.3 The <b>online help functions</b> are accessed or used	2.1 Peripheral Devices 2.2 Keyboard Layout and Functions 2.3 Basic parts of a computer and various hardware components 2.4 Storage devices and the concepts	2.1 Computer skills 2.2 Mouse and keyboarding skills for running software applications 2.3 Reading and writing at a level where basic documents

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>as needed</p> <p>2.4 Desktop icons of <b>application programs</b> are selected, opened and closed</p> <p>2.5 <b>Properties</b> of icons are displayed</p> <p>2.6 Computer or desktop settings are saved and restored</p>	2.5 Basic software operation and functionalities	<p>are understood</p> <p>2.4 Clear ability to communicate with peers and supervisors</p> <p>2.5 Interpretation of user manuals and help functions</p> <p>2.6 The ability to carry out written and verbal instructions using a personal computer whether standalone or in a networked environment</p>
3. Work with files and folders (or directories)	<p>3.1 A file or folder is created, opened, moved, renamed or copied</p> <p>3.2 Files are located, deleted and restored</p> <p>3.3 Details and properties of files and folders are displayed or viewed</p> <p>3.4 <b>Various files</b> are organized for easy lookup and use</p> <p>3.5 Files and information are</p>	<p>3.1 Keyboard Layout and Functions</p> <p>3.2 Computer Functions</p> <p>3.3 Basic parts of a computer and various hardware components</p> <p>3.4 Storage devices and the concepts</p> <p>3.5 Basic software operation and functionalities</p>	<p>3.1 Saving and retrieving files to and from various folders or disk storage</p> <p>3.2 Mouse and keyboarding skills for running software applications</p> <p>3.3 Clear ability to communicate with peers and supervisors</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.6 searched <b>Disks</b> are checked, erased or formatted as necessary		3.4 Interpretation of user manuals and help functions
4. Work with user application programs	4.1 <b>Application programs</b> are added, changed, removed or ran 4.2 User software or application program are installed, updated and upgraded 4.3 Information/data are moved between documents or files	4.1 Keyboard Layout and Functions 4.2 Computer Functions 4.3 Basic parts of a computer and various hardware components 4.4 Storage devices and the concepts 4.5 Basic software operation and functionalities	4.1 Saving and retrieving files to and from various folders or disk storage 4.2 Mouse and keyboarding skills for running software applications 4.3 Clear ability to communicate with peers and supervisors 4.4 Interpretation of user manuals and help functions
5. Print information	5.1 Printer is added or installed and correct <b>printer settings</b> is ensured 5.2 Default printer is assigned accordingly 5.3 Information or document is printed on the installed printer 5.4 Progress of print jobs are viewed and deleted as required	5.1 Keyboard Layout and Functions 5.2 Computer Functions 5.3 Basic parts of a computer and various hardware components 5.4 Storage devices and the concepts 5.5 Basic software operation and functionalities	5.1 Saving and retrieving files to and from various folders or disk storage 5.2 Mouse and keyboarding skills for running software applications 5.3 Clear ability to communicate with peers and supervisors 5.4 Interpretation of user manuals and help functions

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
6. Shut down computer	<p>6.1 All open application programs are closed</p> <p>6.2 Computer and peripheral devices are properly shut down</p>	<p>6.1 Keyboard Layout and Functions</p> <p>6.2 Computer Functions</p> <p>6.3 Basic parts of a computer and various hardware components</p> <p>6.4 Storage devices and the concepts</p> <p>6.5 Basic software operation and functionalities</p>	<p>6.1 Saving and retrieving files to and from various folders or disk storage</p> <p>6.2 Mouse and keyboarding skills for running software applications</p> <p>6.3 Clear ability to communicate with peers and supervisors</p> <p>6.4 Interpretation of user manuals and help functions</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Peripheral device	This may include but is not limited to: 1.1 mouse 1.2 keyboard 1.3 monitor or visual display unit 1.4 printer 1.5 scanner
2. Computer	May include: 2.1 Laptops/notebooks 2.2 Workstations 2.3 Servers 2.4 other personal computer devices
3. Application programs	Can include: 3.1 user programs 3.2 database programs 3.3 word processors 3.4 email programs 3.5 Internet browsers 3.6 system browsers 3.7 spreadsheets
4. Operating system	May include but is not limited to the various versions and variants of: 4.1 Windows 4.2 NT 4.3 Mac OS 4.4 Linux 4.5 Solaris 4.6 Unix
5. System features	May include but is not limited to the operating system features and hardware features like: 5.1 memory size 5.2 disk capacities 5.3 video cards 5.4 USBs 5.5 Modems 5.6 1394 and LAN connectors 5.7 SD and PC cards 5.8 wireless and infrared connections.

VARIABLE	RANGE
6. Online help functions	6.1 An instruction manual, or a portion of the manual, integrated and accessible from within the program or software being used.
7. Properties	Indicates the description of the file or folder to include the: 7.1 file name 7.2 type of file 7.3 file size 7.4 date created and modified 7.5 attributes (hidden, read-only).
8. Various files	8.1 Documents 8.2 Records 8.3 Pictures 8.4 Music 8.5 Video
9. Disks	May include but is not limited to: 9.1 Floppy disks 9.2 CDs 9.3 CD-RW (Compact discs-Read/Write) 9.4 DVD RW 9.5 zip disks 9.6 flash drives 9.7 memory sticks 9.8 hard drives
10. Printer settings	The properties of the printer that enables it to work includes: 10.1 page layout 10.2 paper size 10.3 ink/cartridge type 10.4 number of copies 10.5 page orientation.

## EVIDENCE GUIDE

1. Critical Aspects of Competency	1.1 Assessment must confirm the ability to utilize software, navigate the desktop, using system features to perform tasks and save results of work.
2. Resource Implications	<p>To demonstrate competence in this unit access to the following resources will be required:</p> <p>2.1 A personal computer</p> <p>2.2 A printer</p> <p>2.3 Mouse and keyboard</p> <p>2.4 Basic systems software</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Observation in a workplace or simulated environment</p> <p>3.2 Third party reports</p> <p>3.3 Exams and tests</p> <p>3.4 Demonstration of required skills</p> <p>3.5 Interviews</p>
4. Context for Assessment	4.1 Competency may be assessed in the workplace or in a simulated work environment.

## CORE COMPETENCIES

**UNIT OF COMPETENCY: PERFORM ORAL EXAMINATION**

**UNIT CODE: HHC325301**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes required to take medical and dental history, examine teeth, gums and tissue of the mouth and educate patient on oral hygiene.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Take medical/dental history of the patient	1.1 <b>Information</b> are collected from the patient in accordance with dental standard operating procedures. 1.2 Special conditions of the patient are determined and documented following established procedures. 1.3 <b>Special precautionary measures</b> are taken prior to dental examination based on patient's medical condition. 1.4 Treatment appointments are allocated in accordance to priority	1.1 Able to understand Medical History Assessment 1.2 Relationship Between Systemic Diseases and Oral Health 1.3 Determination of Medical Risk and Consultation with a Physician 1.4 Stress Reduction Protocol for Anxious Patients 1.5 Medical Conditions and Diseases 1.6 Common Prescription Medications; Uses, Concerns and Oral Manifestations 1.7 Knowledge on vital signs 1.8 Knowledge on Oral temperature measurement 1.9 Able to understand pulse rate assessment	1.1 Ability to extract medical health history from patients 1.2 Ability to determine pulse rate 1.3 Ability to determine respiration assessment 1.4 Ability to determine blood pressure measurements 1.5 Identifying health risks of smoking and harmful properties of tobacco 1.6 Apply Guidelines for Tobacco Cessation Counseling 1.7 Implement proper head and neck examination

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.10 Able to understand respiration assessment 1.11 Able to understand blood pressure assessment 1.12 Knowledge on the Health effects of tobacco use 1.13 Medical Health Risks of Smoking 1.14 To the Periodontium 1.15 Smokeless Tobacco 1.16 Secondhand Smoke 1.17 Knowledge on the head and neck examination 1.18 Anatomy of head and neck 1.19 Anatomy of Eyes, Ears and Nose 1.20 Sternomastoid Muscles 1.21 Lymph Nodes of the Head and Neck 1.22 Salivary Glands 1.23 Thyroid Glands 1.24 Temporomandibular joint	1.8 Apply oral temperature measurement 1.9 Apply Communication Techniques for Patient Assessment 1.10 Gather medical/dental information of patient 1.11 Gather dental health history information of patient

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		1.25 Use of Mercury-in-Glass Thermometer 1.26 Use of Electronic Thermometer 1.27 Use of equipment for measuring blood pressure 1.28 Knowledge on the Communication Techniques for Assessment 1.29 Communication Process 1.30 Patient-centered communication 1.31 Listening skills 1.32 Knowledge on Health History forms 1.33 Questioning skills 1.34 Communication Tasks during patient assessment 1.35 Knowledge on Roadblocks to Effective communication 1.36 Medical and Dental Terminology 1.37 Language Barriers 1.38 Age Barriers 1.39 Speech Barriers	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.40 Knowledge on Dental Health History Questionnaire	
2. Examine teeth, gums and tissues of the mouth	<p>2.1 <b>Equipment/ instruments</b> to be used during examinations are prepared and sterilized in accordance with OH&amp;S standard operating procedures.</p> <p>2.2 The <b>oral cavity</b> is checked/examined in accordance with OH&amp;S standard operating procedures.</p> <p>2.3 <b>Teeth conditions</b> are determined following established procedures.</p> <p>2.4 Patient's observations are recorded using tooth chart and other documentation methods</p>	<p>2.1 Knowledge on Oral Anatomy, Tooth Morphology and Occlusion</p> <p>2.2 Tissues of the Periodontium in Health</p> <p>2.3 Structures of the Periodontium</p> <p>2.4 Nerve Supply, Blood Supply and Lymphatic System</p> <p>2.5 Knowledge on oral cavity</p> <p>2.6 Knowledge on dental charting</p> <p>2.7 Knowledge on intraoral assessment</p> <p>2.8 Use of dental equipment/ instruments</p> <p>2.9 Use of dental tooth charting and other documentation methods</p>	<p>2.1 Ability to apply individual tooth identification, drawing and carving</p> <p>2.2 Ability to apply dental charting</p> <p>2.3 Ability to check/ examine patients oral cavity / teeth conditions</p> <p>2.4 Ability to conduct intraoral assessment</p> <p>2.5 Ability to prepare and sterilize dental equipment/ instruments</p> <p>2.6 Proper documentation</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Educate patient on oral hygiene	3.1 Findings, concerns and issues are discussed with the patient 3.2 Professional <b><i>advice/recommendations</i></b> on proper oral hygiene is given to the patient in accordance with the dentist instructions 3.3 A complete oral hygiene program is scheduled and maintained in accordance with the dentist instructions.	3.1 Knowledge on oral hygiene 3.2 Knowledge on periodontal pathology 3.3 History of the Periodontal Disease 3.4 Causes of Periodontal Disease 3.5 Microbiology of Periodontal Disease 3.6 Host Immune Response 3.7 Local Contributing Factors 3.8 Systemic Contributing Factors 3.9 Following instructions in conducting oral hygiene program	3.1 Apply different techniques of communication as appropriate

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include but are not limited to: <ul style="list-style-type: none"> <li>1.1 Personal information               <ul style="list-style-type: none"> <li>1.1.1 Name</li> <li>1.1.2 Address</li> <li>1.1.3 Age</li> <li>1.1.4 Status</li> <li>1.1.5 Occupation</li> </ul> </li> <li>1.2 List of medications currently taking</li> <li>1.3 List of vitamins and natural healing remedies currently taking</li> <li>1.4 Smoking and alcohol consumption</li> <li>1.5 Allergy list</li> <li>1.6 Previous experience or adverse reaction with anesthesia, anesthetics, anti-biotics and analgesics</li> <li>1.7 Family member reactions to anesthesia</li> <li>1.8 Any medical conditions currently being treated for</li> <li>1.9 Previous surgeries or hospitalizations and other severe dental and medical conditions</li> </ul>
2. Equipment / instruments	May include but are not limited to: <ul style="list-style-type: none"> <li>2.1 Mouth mirror</li> <li>2.2 Dental Explorer</li> <li>2.3 Cotton pliers</li> <li>2.4 Periodontal probe</li> </ul>
3. Special precautionary measures	<ul style="list-style-type: none"> <li>3.1 Patients with heart-valve disease must take antibiotics to prevent bacteria to spread into the blood stream that could cause endocarditis</li> <li>3.2 Patients with history or possibility of hypertension should have their blood pressure monitored.</li> <li>3.3 Patients with relevant allergies</li> <li>3.4 Patients with medication such as blood thinners</li> <li>3.5 Patients with HIV or other contagious diseases</li> <li>3.6 Patients with mental disorders</li> <li>3.7 Patients with artificial prosthetic devices and transplants</li> <li>3.8 Patients who have a history of taking bisphosphonates</li> </ul>
4. Oral cavity	May include but are not limited to: <ul style="list-style-type: none"> <li>4.1 Hard and soft palates</li> <li>4.2 Tongue</li> <li>4.3 Cheeks</li> <li>4.4 Lips</li> <li>4.5 Floor of the mouth</li> <li>4.6 Measurement of salivary flow</li> <li>4.7 Examination of neck area specifically the lymph nodes</li> </ul>

<p>5. Condition of teeth, gums and tissue of the mouth</p>	<p>May include but are not limited to:</p> <p>5.1 Condition of teeth:</p> <p>5.1.1 Erupted or un-erupted</p> <p>5.1.2 Carious or non-carious</p> <p>5.1.3 Damages to abrasion, erosion and attrition</p> <p>5.1.4 Previous treatments</p> <p>5.1.4.1 Restorations</p> <p>5.1.4.2 Crowns</p> <p>5.1.4.3 Others</p> <p>5.2 Condition of the gums</p> <p>5.2.1 Color and texture</p> <p>5.2.2 Bleeding</p> <p>5.2.3 Gingival recession</p> <p>5.2.4 Periodontal pockets</p> <p>5.2.5 Furcation involvement</p> <p>5.2.6 Tooth mobility</p>
<p>6. Advice / recommendations</p>	<p>May include but are not limited to:</p> <p>6.1 Proper brushing of teeth</p> <p>6.2 Proper flossing of teeth</p> <p>6.3 Use of fluoride toothpaste</p> <p>6.4 Regular scaling and polishing</p>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Took medical and dental history of client/patient</li> <li>1.2 Inspected teeth, gums and tissues of the mouth</li> <li>1.3 Educated patient on oral hygiene</li> <li>1.4 Demonstrated consistent compliance with infection control guidelines and legislative requirements</li> </ul>
2. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 A real or simulated dental clinic environment</li> <li>2.2 Relevant documentation such as: <ul style="list-style-type: none"> <li>2.2.1 Industry codes of practice</li> <li>2.2.2 Local legislation as appropriate</li> </ul> </li> <li>2.3 A qualified workplace assessor</li> </ul>
3. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Interview</li> <li>3.3 Portfolio</li> <li>3.4 Written Examination</li> </ul>
4. Context of assessment	<ul style="list-style-type: none"> <li>4.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>

**UNIT OF COMPETENCY: PROMOTE ORAL HEALTH AND HYGIENE**

**UNIT CODE: HHC325302**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitude required to provide an oral health promotion program in both dental clinic and community setting. It acknowledges that dental diseases are the most prevalent chronic diseases worldwide and that oral diseases impacts on a person’s everyday life causing pain and disability and influencing eating, sleeping and social roles.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop oral health promotion strategies for the target group	1.1 Information on the <b>causes and prevention of oral diseases</b> is provided to the target group using language that can be easily understood. 1.2 <b>Information on acids and fermentable carbohydrates</b> are developed and given in a manner that can be easily understood 1.3 Target group are involved in the review of current dietary habits and the development of an approach to healthy eating which improves general and oral health 1.4 Information is provided on <b>dentally healthy lifestyle and behavioral change</b> 1.5 Appropriate environment is provided for the target group to ask	1.1 Information on the causes and prevention of oral diseases 1.2 Information on acids and fermentable carbohydrates 1.3 Target Group 1.4 Current dietary habits and the development of an approach to healthy eating 1.5 Information on dentally healthy lifestyle and behavioral change 1.6 Environment	1.1 Using evaluation skills to review the effectiveness of an oral health promotion program 1.2 Using communication skills to effectively inform and motivate behavior change 1.3 Demonstrating interpersonal skills when relating to people from a range of social cultural and religious backgrounds and physical and mental abilities 1.4 Dealing with conflict 1.5 Working with others and empathizing

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	questions and become involved in oral health		with client and relatives 1.6 Applying problem solving skills
2. Implement an oral health promotion program	<p>2.1 Target group and appropriate <b>teaching and learning styles</b> are identified to effectively communicate an oral health promotion program</p> <p>2.2 <b>Oral health issues</b> are prioritized for the target group and the potential for interventions</p> <p>2.3 Suitable <b>oral health promotion materials</b> are prepared for use across <b>age groups</b></p> <p>2.4 Flexibility of delivery of oral health promotions are ensured by taking into account the target group's location, economic and physical circumstances, language, culture and communication needs</p> <p>2.5 Community groups are actively involved in health decisions making and setting of oral health promotion priorities</p> <p>2.6 A review strategy is implemented to determine the</p>	<p>2.1 Target group and appropriate teaching and learning styles</p> <p>2.2 Oral Health Promotion</p> <p>2.3 Oral Health Issues and Potential Interventions</p> <p>2.4 Oral Health Promotion Materials</p> <p>2.5 Target group's location, economic and physical circumstances, language, culture and communication</p>	<p>2.1 Using evaluation skills to review the effectiveness of an oral health promotion program</p> <p>2.2 Using communication skills to effectively inform and motivate behavior change</p> <p>2.3 Demonstrating interpersonal skills when relating to people from a range of social cultural and religious backgrounds and physical and mental abilities</p> <p>2.4 Dealing with conflict</p> <p>2.5 Working with others and empathizing with client and relatives</p> <p>2.6 Apply problem solving skills</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>effectiveness of the oral health promotion program</p> <p>2.7 Work collaboratively with other health care workers in a culturally sensitive and competent manner to address <b>risk factors</b> that oral diseases have in common with other diseases</p> <p>2.8 The delivery of health information is personalized so that it is immediately relevant to the individual and the consequences of behavior</p>		

## RANGE OF VARIABLES

VARIABLE	RANGES
1. Teaching and learning styles	May include but are not limited to: 1.1 Auditory learning 1.2 Visual learning
2. Oral health issues targeted in an oral health promotion program	2.1 Dental caries 2.2 Periodontal diseases 2.3 Non carious tooth wear <ul style="list-style-type: none"> <li>- erosion</li> <li>- abrasion</li> <li>- attrition</li> </ul> 2.4 Damage to dentition due to trauma 2.5 Damage to oral diseases due to cigarette smoking 2.6 Harmful effects of low salivary flow 2.7 Interrelationship between oral health and individual medical conditions 2.8 Poor nutrition and poor oral health
3. Oral health promotion materials	3.1 Power point presentations 3.2 Videos 3.3 Brochures and information sheets 3.4 Models
4. Age group	May include but are not limited to: 4.1 Children and adolescents 4.2 Older people 4.3 Low income and socially disadvantaged 4.4 People with special needs
5. Causes and prevention of oral diseases	May include but are not limited to: 5.1 Causes of oral diseases <ul style="list-style-type: none"> <li>5.1.1 Bacteria in dental plaque</li> <li>5.1.2 Diet               <ul style="list-style-type: none"> <li>- consumption of foods with high sugar content</li> <li>- frequently consumption foods with high sugar content</li> <li>- consumption of highly acidic food and drinks</li> </ul> </li> <li>5.1.3 Susceptible tooth surfaces</li> <li>5.1.4 Alterations to the quantity and composition of saliva</li> <li>5.1.5 Smoking</li> </ul>

VARIABLE	RANGES
	5.1.6 Lifestyle 5.2 Prevention of oral diseases 5.2.1 Increasing salivary flow and optimizing its composition 5.2.2 Promoting the use of fluorides 5.2.3 Plaque control 5.2.3.1 Encourage regular dental care 5.2.4 Dietary change 5.2.5 Discouraging tobacco use 5.2.6 Discouraging alcohol, drug and substance abuse 5.2.7 Preventing oral trauma e.g. sports injuries
6. Information on acids and fermentable carbohydrates	May include but are not limited to: 6.1 The development of dental caries and its relation to: <ul style="list-style-type: none"> <li>- the frequency of eating foods containing added sugars</li> <li>- the consistency of food containing added sugars</li> <li>- the consumption of highly acidic drinks that may also have a high sugar content</li> </ul>
7. Dentally healthy lifestyle and behavioural change	May include but are not limited to: 7.1 Adequate oral hygiene measures 7.2 Decreased intake of alcohol and caffeine 7.3 Decreased intake of fermentable carbohydrates 7.4 Cessation of smoking
8. Common risk factors	May include but are not limited to: 8.1 Poor oral hygiene 8.2 Poor diet and nutrition 8.3 Smoking 8.4 Alcohol consumption 8.5 Exposure to ultraviolet radiation 8.6 Lifestyle factors 8.7 Defective dental restorations

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Delivers an oral health promotion program</li> <li>1.2 Develops an oral health promotion strategies for target group</li> <li>1.3 Integrates oral health promotions with targeted National health priorities</li> <li>1.4 Demonstrates consistent compliance with legislative requirements, infection control guidelines and occupational health and safety procedures</li> <li>1.5 Demonstrates consistent performance over the required range of workplace situations including               <ul style="list-style-type: none"> <li>- the ability to communicate effectively across population groups</li> <li>- the development of oral health program strategies for specific target groups within the community</li> <li>- integration of oral health promotion with targeted National health priorities</li> </ul> </li> </ul>
<p>2. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 A real or simulated dental clinic environment</li> <li>2.2 Relevant documentation such as:           <ul style="list-style-type: none"> <li>2.2.1 Case problems on community-based oral health promotion</li> <li>2.2.2 Industry codes of practice</li> <li>2.2.3 National and local legislation as appropriate</li> </ul> </li> <li>2.3 A qualified workplace assessor</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Interview</li> <li>3.3 Third party report</li> </ul>
<p>4. Context of assessment</p>	<ul style="list-style-type: none"> <li>4.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>

**UNIT OF COMPETENCY: OPERATE DENTAL RADIOGRAPHIC EQUIPMENT**

**UNIT CODE: HHC325303**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes required to operate dental radiographic equipment and position the patient and radiographic film in order to produce an interpretable diagnostic image

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Position patient to obtain radiographic image	1.1 <b><i>Radiation safety measures for patient, operator and others</i></b> are implemented and maintained throughout the procedures. 1.2 Patient is positioned in accordance with radiographic procedures	1.1 Legislative and ethical responsibilities for the safe use of radiation in dentistry 1.2 Relevant legislation and statutory requirements of consent 1.3 Fundamental knowledge of the radiographic appearance of anatomic landmarks, normal dentition and association bony structures for intraoral radiographs 1.4 Fundamental knowledge of the radiographic appearance of dental anomalies and common oral pathological conditions 1.5 Range of dental radiographic imaging techniques and the reasons for selection of each	1.1 Operating radiographic unit 1.2 Observing safety and health precautions in dental radiography 1.3 Minimizing technical inaccuracies in dental radiographic images 1.4 Using terms for technical inaccuracies in dental radiographic images 1.5 Processing and maintaining quality and safety in using and processing exposed dental radiographic film 1.6 Using literacy skills to read and follow

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		technique 1.6 Features and characteristics including range of movements of a range of dental radiographic equipment 1.7 Reasons for processing and technique inaccuracies and methods to minimize errors	directions, policies and procedures 1.7 Using oral communication skills required to fulfill the job role as specified by the dental practice
2. Position dental radiographic receptor (film)	2.1 Appropriate receptor (film) is selected and positioned in accordance with the <b><i>radiographic requirements</i></b> 2.2 <b><i>Appropriate technical variables</i></b> on the dental radiographic unit are selected according to manufacturer's specifications, procedures and patient requirements 2.3 <b><i>Appropriate radiographic technique</i></b> is selected in accordance with the tooth under investigation and anatomy of the oral cavity. 2.4 Receptor (Film) locating devices are selected and used in accordance with correct positioning of the receptor (film).	2.1 Legislative and ethical responsibilities for the safe use of radiation in dentistry 2.2 Relevant legislation and statutory requirements of consent 2.3 Fundamental knowledge of the radiographic appearance of anatomic landmarks, normal dentition and association bony structures for intraoral radiographs 2.4 Fundamental knowledge of the radiographic appearance of dental anomalies and common oral pathological conditions 2.5 Range of dental	2.1 Operating radiographic unit 2.2 Observing safety and health precautions in dental radiography 2.3 Minimizing technical inaccuracies in dental radiographic images 2.4 Using terms for technical inaccuracies in dental radiographic images 2.5 Processing and maintaining quality and safety in using and processing exposed dental radiographic

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	2.5 <b>Accessories</b> are selected according to manufacturer's specifications.	radiographic imaging techniques and the reasons for selection of each technique 2.6 Features and characteristics including range of movements of a range of dental radiographic equipment 2.7 Reasons for processing and technique inaccuracies and methods to minimize errors	film 2.6 Using literacy skills to read and follow directions, policies and procedures 2.7 Using oral communication skills required to fulfill the job role as specified by the dental practice
3. Operate radiographic imaging equipment safely to produce an interpretable image	3.1 Equipment is operated in accordance with manufacturer's specifications and legislative requirements for the safe use of radiation in dentistry 3.2 Patient is advised not to move throughout the procedures 3.3 The exposed dental radiographic receptor (film) package is carefully removed from the mouth 3.4 The exposed radiographic receptor (film) package is correctly labeled prior to processing	3.1 Legislative and ethical responsibilities for the safe use of radiation in dentistry 3.2 Relevant legislation and statutory requirements of consent 3.3 Fundamental knowledge of the radiographic appearance of anatomic landmarks, normal dentition and association bony structures for intraoral radiographs 3.4 Fundamental knowledge of the radiographic appearance of	3.1 Operating radiographic unit 3.2 Observing safety and health precautions in dental radiography 3.3 Minimizing technical inaccuracies in dental radiographic images 3.4 Using terms for technical inaccuracies in dental radiographic images 3.5 Processing and maintaining quality and safety in

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		dental anomalies and common oral pathological conditions 3.5 Range of dental radiographic imaging techniques and the reasons for selection of each technique 3.6 Features and characteristics including range of movements of a range of dental radiographic equipment 3.7 Reasons for processing and technique inaccuracies and methods to minimize errors	using and processing exposed dental radiographic film 3.6 Using literacy skills to read and follow directions, policies and procedures 3.7 Using oral communication skills required to fulfill the job role as specified by the dental practice
4. Process and provide quality assurance for the exposed dental radiographic film	4.1 Radiographic receptor (film) are correctly processed in accordance with the procedure 4.2 Processed receptor (film) are assessed for visual qualities based on established criteria 4.3 <b>Processing errors</b> and errors in technique are identified and corrected in accordance with established procedures 4.4 Radiographic images are mounted and stored in	4.1 Legislative and ethical responsibilities for the safe use of radiation in dentistry 4.2 Relevant legislation and statutory requirements of consent 4.3 Fundamental knowledge of the radiographic appearance of anatomic landmarks, normal dentition and association bony structures for intraoral	4.1 Operating radiographic unit 4.2 Observing safety and health precautions in dental radiography 4.3 Minimizing technical inaccuracies in dental radiographic images 4.4 Using terms for technical inaccuracies in dental radiographic images

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	accordance with manufacturer's specifications	radiographs 4.4 Fundamental knowledge of the radiographic appearance of dental anomalies and common oral pathological conditions 4.5 Range of dental radiographic imaging techniques and the reasons for selection of each technique 4.6 Features and characteristics including range of movements of a range of dental radiographic equipment 4.7 Reasons for processing and technique inaccuracies and methods to minimize errors	4.5 Processing and maintaining quality and safety in using and processing exposed dental radiographic film 4.6 Using literacy skills to read and follow directions, policies and procedures 4.7 Using oral communication skills required to fulfill the job role as specified by the dental practice
5. Monitor equipment	5.1 Basic machine operation is monitored in accordance with machine operating manuals 5.2 Machine is referred to qualified personnel for regular check-up and maintenance following enterprise procedures 5.3 Breakdowns are reported to qualified personnel in	5.1 Legislative and ethical responsibilities for the safe use of radiation in dentistry 5.2 Relevant legislation and statutory requirements of consent 5.3 Fundamental knowledge of the radiographic appearance of anatomic	5.1 Operating radiographic unit 5.2 Observing safety and health precautions in dental radiography 5.3 Minimizing technical inaccuracies in dental radiographic images 5.4 Using terms

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	accordance with organization and legislative guidelines	<p>landmarks, normal dentition and association bony structures for intraoral radiographs</p> <p>5.4 Fundamental knowledge of the radiographic appearance of dental anomalies and common oral pathological conditions</p> <p>5.5 Range of dental radiographic imaging techniques and the reasons for selection of each technique</p> <p>5.6 Features and characteristics including range of movements of a range of dental radiographic equipment</p> <p>5.7 Reasons for processing and technique inaccuracies and methods to minimize errors</p>	<p>for technical inaccuracies in dental radiographic images</p> <p>5.5 Processing and maintaining quality and safety in using and processing exposed dental radiographic film</p> <p>5.6 Using literacy skills to read and follow directions, policies and procedures</p> <p>5.7 Using oral communication skills required to fulfill the job role as specified by the dental practice</p>

## RANGE OF VARIABLES

VARIABLE	RANGES
1. Radiation safety measures for patient, operator and others	<p>1.1 Radiation safety measures for the client may include:</p> <ul style="list-style-type: none"> <li>1.1.1 Use of lead aprons</li> <li>1.1.2 Appropriate technique</li> <li>1.1.3 Receptor (film) selection</li> <li>1.1.4 Technical features of the radiographic unit as determined by manufacturer specifications including:               <ul style="list-style-type: none"> <li>1.1.4.1 Kilovoltage</li> <li>1.1.4.2 Filtration</li> <li>1.1.4.3 X-ray beam collimation</li> </ul> </li> </ul> <p>1.2 Radiation safety measures for the operator and others includes but is not limited to:</p> <ul style="list-style-type: none"> <li>1.2.1 Maximum permissible dose (MPD) of radiation</li> <li>1.2.2 Determination of pregnancy</li> <li>1.2.3 Distance from primary beam</li> <li>1.2.4 Use of lead lined barriers</li> <li>1.2.5 Legislative requirements</li> </ul>
2. Appropriate technical variables	<p>May include:</p> <p>2.1 Technical variables, milliamperage, kilovoltage and tube length are pre-determined by manufacturer specifications for radiographic unit or selected by the dentist or dental specialist prior to the procedure:</p> <ul style="list-style-type: none"> <li>- selection of technical variables of dental radiographic units by the dental assistant in accordance with manufacturers specifications and patient requirements may include but is not limited to exposure times.</li> </ul>
3. Appropriate radiographic technique	<p>Appropriate radiographic technique may include:</p> <ul style="list-style-type: none"> <li>3.1 The bisected angle technique</li> <li>3.2 The paralleling technique</li> <li>3.3 Extra oral techniques:           <ul style="list-style-type: none"> <li>- horizontal and vertical angulation</li> <li>- receptor (film) selection and placement</li> <li>- correct assembly of film locating device</li> <li>- positioning of client</li> <li>- use of intensifying screens</li> </ul> </li> </ul>

4. Patient requirements	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>4.1 Age</li> <li>4.2 Size</li> <li>4.3 Weight</li> <li>4.4 Physical capabilities</li> <li>4.5 Pregnancy</li> <li>4.6 Ability to comply with instructions</li> <li>4.7 Radiographic view/position <ul style="list-style-type: none"> <li>4.7.1 Intraoral radiographic views <ul style="list-style-type: none"> <li>4.7.1.1 Occlusal</li> <li>4.7.1.2 Periapical</li> <li>4.7.1.3 Bitewing view</li> <li>4.7.1.4 Full mouth series</li> </ul> </li> <li>4.7.2 Extraoral radiographic views <ul style="list-style-type: none"> <li>4.7.2.1 Panoramic films</li> <li>4.7.2.2 Cephalometric</li> </ul> </li> </ul> </li> </ul>
5. Accessories	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>5.1 Film locating devices</li> <li>5.2 Film holders</li> <li>5.3 Immobilization equipment</li> <li>5.4 Intensifying screens</li> <li>5.5 Modifications for the use of film locating devices</li> </ul>
6. Processing errors	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Film that is marked</li> <li>6.2 Film with inadequate or low contrast</li> <li>6.3 Film that is too dark</li> <li>6.4 Film that is too light</li> </ul>
7. Errors in techniques	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>7.1 Incorrect horizontal and vertical angulation</li> <li>7.2 Incorrect film placement</li> <li>7.3 Incorrect assembly and use of film locating device</li> <li>7.4 Incorrect tubehead placement</li> <li>7.5 Failure to remove oral appliances and jewellery</li> <li>7.6 Over/under exposure</li> <li>7.7 Movement of patient or film</li> </ul>
8. Organization and legislative guidelines	<ul style="list-style-type: none"> <li>8.1 Radiation safety act 1999</li> <li>8.2 Radiation safety and protection plan</li> <li>8.3 X-ray machine operating manuals</li> <li>8.4 DOH Guidelines for Operation of Radiographic Equipment</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Positioned patient and dental radiographic film to obtain radiographic image</li> <li>1.2 Operated radiographic imaging safely</li> <li>1.3 Processed and provided quality assured exposed dental radiographic film</li> <li>1.4 Demonstrated consistent compliance with infection control guidelines and legislative requirements</li> <li>1.5 Applied code of practice for safe use of radiation in dentistry</li> <li>1.6 Documented/recorded all radiographs taken in the logbook in accordance with the licensing requirements of Radiation Health</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 A real or simulated dental clinic environment</li> <li>2.2 Access to dental radiographic imaging units, radiographic viewing equipment and resources normally used in the workplace</li> <li>2.3 Relevant documentation such as: <ul style="list-style-type: none"> <li>2.3.1 Industry codes of practice</li> <li>2.3.2 National and local legislation as appropriate</li> </ul> </li> <li>2.4 A qualified workplace assessor</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Oral Interview</li> <li>3.3 Third Party Report</li> <li>3.4 Portfolio (authenticated evidence of relevant work experience and/or formal/informal learning)</li> </ul>
<p>4. Context of assessment</p>	<p>4.1 Assessment may be conducted in the workplace or in a simulated environment</p>



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply knowledge of radiation biology to protect client, operator and others from ionizing radiation	2.1 Knowledge of the biological effects and risks associated with X-rays are applied in accordance with <b>safe work practices</b> in minimizing radiation risks to operator, clients and others. 2.2 Immediate and long term effects of radiation are interpreted in accordance with radiation policies and procedures 2.3 Units of <b>radiation measurement</b> are applied in accordance with radiation policies and procedures 2.4 Radiation <b>safety measures for the patient, operator and others</b> are implemented in accordance with established procedures	2.1 Code of practice for radiation protection in dentistry 2.2 Production, properties and interaction of the x-rays 2.3 Biological effects and risks associated with x-rays 2.4 Units of radiation measurements 2.5 Radiographic appearance of anatomic landmarks, normal dentition and associated bony structures 2.6 Reasons for processing and technique inaccuracies and methods to minimize errors	2.1 Using safe work practices to minimize the risk of transmission of infection 2.2 Using correct accessories in dental radiographic techniques 2.3 Minimizing technical inaccuracies in dental radiographic images 2.4 Minimizing errors and maintaining quality assurance in processing procedures 2.5 Applying correct dental terminology 2.6 Selecting appropriate film variables 2.7 Selecting and using correct techniques
3. Determine image characteristics of a dental radiographic image to minimize the necessity for retake	3.1 Visual qualities of the radiograph are ensured of a diagnostic standard 3.2 Geometric qualities of the radiograph are ensured of a diagnostic standard	2.1 Code of practice for radiation protection in dentistry 2.2 Production, properties and interaction of the x-rays 2.3 Biological effects and risks	2.1 Using safe work practices to minimize the risk of transmission of infection 2.2 Using correct accessories in dental radiographic techniques 2.3 Minimizing

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		associated with x-rays 2.4 Units of radiation measurements 2.5 Radiographic appearance of anatomic landmarks, normal dentition and associated bony structures 2.6 Reasons for processing and technique inaccuracies and methods to minimize errors	technical inaccuracies in dental radiographic images 2.4 Minimizing errors and maintaining quality assurance in processing procedures 2.5 Applying correct dental terminology 2.6 Selecting appropriate film variables 2.7 Selecting and using correct techniques
4. Minimize radiation by maintaining quality in processing	4.1 Contents of the film package are identified and determined in accordance to its usage 4.2 <b>Quality assurance for processing</b> dental radiographic images are maintained in accordance with OH&S policies and procedures 4.3 Quality assurance processes for the use of radiographic chemicals are followed in accordance with manufacturer's specifications 4.4 Appropriate conditions for manual	4.1 Code of practice for radiation protection in dentistry 4.2 Production, properties and interaction of the x-rays 4.3 Biological effects and risks associated with x-rays 4.4 Units of radiation measurements 4.5 Radiographic appearance of anatomic landmarks, normal dentition and associated	4.1 Using safe work practices to minimize the risk of transmission of infection 4.2 Using correct accessories in dental radiographic techniques 4.3 Minimizing technical inaccuracies in dental radiographic images 4.4 Minimizing errors and maintaining quality assurance in processing procedures

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>and automatic processing are maintained in accordance with manufacturer's specifications</p> <p>4.5 A range of <b><i>processing errors</i></b> are identified and corrective measures are implemented to produce a diagnostic radiograph</p>	<p>bony structures</p> <p>4.6 Reasons for processing and technique inaccuracies and methods to minimize errors</p>	<p>4.5 Applying correct dental terminology</p> <p>4.6 Selecting appropriate film variables</p> <p>4.7 Selecting and using correct techniques</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1 X-ray properties	May include: 1.1 The intensity of the diagnostic x-ray beam 1.2 The quality of the diagnostic x-ray beam
2 Safe work practices	May include: 2.1 Current code of practice for radiation protection in dentistry 2.2 Legislative requirements 2.3 Dental practice/organization policies and procedures 2.4 DOH Guidelines for Operation of Radiographic Equipment
3 Units of radiation measurement	May include: 3.1 Radiation absorbed dose 3.2 Equivalent dose 3.3 Effective dose 3.4 Collective affective dose 3.5 Dose rate
4 Radiation safety measures for the client, operator and others	4.1 Radiation safety measures for client includes but are not limited to: - Use of lead apron - Appropriate technique - Film selection - Technical features of the radiographic unit as determined by manufacturer specifications including kilovoltage, filtration, x-ray beam collimation - Use of film locating devices - Correct processing procedures to minimize retakes - Legislative requirements and code of practice 4.2 Radiation safety measures for the operator and others includes but is not limited to: - Maximum permissible dose (MPD) of radiation - Determination of pregnancy - Distance from primary beam - Use of lead line barriers - Maintenance of radiographic equipment - Legislative requirements
5 Geometric characteristics of the image	May include: 5.1 Blurred image due to motion of patient 5.2 Distortion due to incorrect technique
6 Quality assurance for processing	May include but are not limited to: 6.1 Image quality assessment 6.2 X-ray equipment and appropriate maintenance 6.3 Darkroom and image receptors including x-ray film and cassettes 6.4 Processing 6.5 Working procedures

<b>VARIABLE</b>	<b>RANGE</b>
7 Processing errors	May include: 7.1 Film is too dark 7.2 Film that is too light 7.3 Film with inadequate or low contrast 7.4 Film that is marked

## EVIDENCE GUIDE

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Applied knowledge of ionizing radiation to produce a dental radiograph</li> <li>1.2 Applied knowledge of radiation biology to protect patients, operator and others from ionizing radiation</li> <li>1.3 Determined image characteristics of a dental radiographic image to minimize re-takes</li> <li>1.4 Minimized radiation by maintaining quality in processing</li> <li>1.5 Demonstrated consistent compliance with infection control guidelines and legislative requirements</li> <li>1.6 Demonstrated consistent performance over the required range of workplace situations including:               <ul style="list-style-type: none"> <li>- correct preparation of clients for dental radiographic imaging procedures</li> <li>- application of radiation occupational health and safety policies and procedures to minimize the risk of radiation to the patient, operator and others during the exposure of a prescribed dental radiographic image</li> <li>- implementation of quality assurance measures to ensure production of radiographs to consistent diagnostic standard</li> </ul> </li> </ol>
<p>2 Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 A real or simulated dental clinic environment</li> <li>2.2 Access to dental radiographic imaging units and resources normally used in the workplace</li> <li>2.3 Relevant dental practice/organization policy and procedures manuals such as:               <ul style="list-style-type: none"> <li>- incident reporting procedures</li> <li>- infection control guidelines</li> <li>- OH&amp;S policies and procedures</li> </ul> </li> <li>2.4 Relevant national/local legislation</li> <li>2.5 Manufacturer's specifications for dental radiographic units</li> <li>2.6 Radiographic viewing equipment</li> <li>2.7 A qualified workplace assessor</li> </ol>
<p>3 Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Oral interview</li> <li>3.3 Third party report</li> <li>3.4 Portfolio (authenticated evidence of relevant work experience and/or formal/informal learnings)</li> </ol>
<p>4 Context of Assessment</p>	<ol style="list-style-type: none"> <li>4.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ol>

**UNIT OF COMPETENCY: PERFORM SCALING AND POLISHING**

**UNIT CODE: HHC325305**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes require to perform dental cleaning of teeth through scaling, polishing, and fluoride application.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform dental charting on patient	1.1 Dental charting is performed on patient to determine the type of treatment to be done. 1.2 <b>Precautions</b> are undertaken based on patient's oral and medical condition. 1.3 Patient and operator are positioned in accordance with the dental cleaning procedures.	1.1 Dental Charting 1.2 Precautions 1.3 Dental Cleaning Procedures 1.4	1.1 Manual Dexterity 1.2 Maintaining a healthy and safe environment 1.3 Maintaining personal hygiene 1.4 Language, literacy and numeracy skills appropriate to the role and workplace requirements 1.5 Operational skills to consistently use time effectively and provide quality customer service in the dental environment 1.6 Computer Skills
2. Scale and polish teeth	2.1 <b>Dental cleaning instrument and devices</b> are identified and prepared in accordance with patient requirements 2.2 Dental cleaning instrument is set, operated and adjusted in	2.1 Oral Anatomy 2.2 Oral Physiology 2.3 Anatomy and Physiology 2.4 Infection Control Procedures 2.5 Dental	2.1 Manual Dexterity 2.2 Maintaining a healthy and safe environment 2.3 Maintaining personal hygiene 2.4 Language, literacy and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>accordance with manufacturer's specifications and patient's convenience/comfort.</p> <p>2.3 <b>Deposits</b> are removed from the surface of the tooth in accordance with dental established procedures</p> <p>2.4 Devices or finer hand tools are used to remove smaller deposits and smoothen the tooth surface</p> <p>2.5 Moderate amount of pressure is applied in removing supra and subgingival calcular deposits.</p> <p>2.6 Scaled teeth are polished.</p> <p>2.7 Appropriate <b>dental material</b> may be applied accordingly.</p> <p>2.8 <b>Unexpected events</b> are <b>responded</b> to in accordance with existing medical practices</p>	<p>Materials</p> <p>2.6 Dental Cleaning Instrument and Devices</p> <p>2.7 Periodontology</p> <p>2.8 Restorative Dentistry</p> <p>2.9 Pathology</p> <p>2.10 Dental Anesthesia</p> <p>2.11 Pharmacology</p> <p>2.12 Dental Jurisprudence and Ethics</p> <p>2.13 Basic Computer</p> <p>2.14 Nutrition</p>	<p>numeracy skills appropriate to the role and workplace requirements</p> <p>2.5 Operational skills to consistently use time effectively and provide quality customer service in the dental environment</p> <p>2.6 Computer Skills</p>
3 Motivate the patient	<p>3.1 Findings are discussed with patient in layman's terms</p> <p>3.2 Where necessary, follow-up appointment is scheduled in the next 2 weeks to check on the improvement</p> <p>3.3 Routine examination of the teeth is recommended for at</p>	<p>3.1 Workplace Policies and Procedures</p> <p>3.2 Patient Motivation</p> <p>3.3 Proper Home-Care and Dental Recall</p> <p>3.4 Dental Jurisprudence and Ethics</p> <p>3.5 Basic</p>	<p>3.1 Interpersonal Skills</p> <p>3.2 Computer Skills</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>least every six months or depending on the needs of the patient</p> <p>3.4 Patient is advised on <b><i>proper home-care and dental recall</i></b> based on results of oral examination and dental diagnosis</p> <p>3.5 Where necessary, patient is referred to dentist or other medical professionals for appropriate/further treatment</p>	<p>Computer</p>	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Precautions	May include: 1.1 Patients with heart-valve disease must take antibiotics to prevent bacteria to spread into the blood stream that could cause endocarditis 1.2 Patients with history or possibility of hypertension should have their blood pressure monitored. 1.3 Patients with relevant allergies 1.4 Patients with medication such as blood thinners 1.5 Patients with HIV or other contagious diseases 1.6 Patients with mental disorders 1.7 Patients with artificial prosthetic devices and transplants 1.8 Patients who have a history of taking biphosponates
2. Dental cleaning instrument and devices	May include: 2.1 Ultrasonic machine 2.2 Scalers and curettes 2.3 Micromotor 2.4 Prophylactic Brush 2.5 Rubber Cup 2.6 Mouth Mirror 2.7 Cotton Pliers 2.8 Explorer 2.9 Periodontal probe
3. Deposits	May include: 3.1 Plaque 3.2 Calculus 3.3 Stains
4. Dental material	May include: 4.1 Prophylaxis paste 4.2 Sealant 4.3 Fluoride gel 4.4 Fluoride tray 4.5 Topical anesthesia 4.6 Composite material
5. Unexpected events	May include: 5.1 Fainting/Syncope 5.2 Hemorrhage or bleeding 5.3 Hypertension/stroke 5.4 Dislocation of TMJ (Temporo-Mandibular Joint) 5.5 Accidental blocking of air passage

6. Response	May include: 6.1 Stop procedures 6.2 First aid e.g. mouth to mouth resuscitation 6.3 Removal of air way blockage 6.4 Apply pressure on the affected area 6.5 Referral or transport of the patient to the appropriate medical specialist
7. Proper home-care and dental recall	May include: 7.1 Proper instructions/advices on food intake, drug prescription and lifestyles 7.2 Proper tooth brushing techniques 7.3 Proper using of dental floss and mouth wash 7.4 Proper care of dentures/teeth, gums and tongue

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Positioned patient for dental diagnosis</li> <li>1.2 Performed tooth scaling and polishing</li> <li>1.3 Provided oral-health advice to patient</li> <li>1.4 Demonstrated consistent compliance with infection control guidelines and legislative requirements</li> </ul>
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 A real or simulated dental clinic environment</li> <li>2.2 Relevant documentation such as: <ul style="list-style-type: none"> <li>2.2.1 Industry codes of practice</li> <li>2.2.2 National and local legislation as appropriate</li> </ul> </li> <li>2.3 A qualified workplace assessor</li> </ul>
3 Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Written test</li> <li>3.3 Interview</li> <li>3.4 Portfolio</li> </ul>
4 Context of assessment	<ul style="list-style-type: none"> <li>4.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>

**UNIT OF COMPETENCY      MAINTAIN DENTAL RECORDS AND RESOURCES**

**UNIT CODE                      HHC325306**

**UNIT DESCRIPTOR**                      This unit covers the knowledge, skills and attitudes required to maintain patients/clients dental records and resources.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Maintain patient's records	1.1 Patient's/client's <b>vital signs</b> are measured and recorded in accordance with clinic procedures. 1.2 Patient's/client's chief complaint are probed and recorded in accordance with clinic procedures. 1.3 Where applicable patient/client is rescheduled for another appointment to dental specialist or medical specialist. 1.4 Returning patient's/client's record/dental history is retrieved and referred to where appropriate. 1.5 Patient's/client's dental history/record is updated based on hygienist or dentist's <b>findings</b> .	1.1 Patient's Records 1.2 Vital Signs 1.3 Clinic Procedures 1.4 Relevant standards, policy and procedures on dental hygiene practices 1.5 Relevant statutory and legal requirements 1.6 Dental Ethics and Jurisprudence 1.7 Occupational Safety and Health	1.1 Interpersonal 1.2 Skills 1.3 Monitoring patient's records 1.4 Recording and reporting skills
2. Maintain financial records of the clinic	2.1 <b>Payments</b> are received and recorded in accordance with accounting procedures 2.2 <b>Billings and other related communications</b> are prepared and sent to	2.1 Financial Records 2.2 Payments 2.3 Accounting Procedures 2.4 Billings and Other Related Communications	2.1 Interpersonal 2.2 Skills 2.3 Maintaining patient's financial records 2.4 Recording and Reporting Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>health insurance and other companies</p> <p>2.3 Payments of patient's/clients are monitored</p>		
3. Purchase dental products	<p>3.1 Stocks are inventoried/monitored for replenishment</p> <p>3.2 Dental equipment and materials are procured in accordance with established procedures</p> <p>3.3 Purchased dental equipment and materials are inspected /tested and returned to suppliers where necessary</p> <p>3.4 Dental materials and equipment are documented and stored/safekept in appropriate area/location</p>	<p>3.1 Dental Products</p> <p>3.2 Stocks Inventory</p> <p>3.3 Dental Equipment and Materials</p> <p>3.4 Workplace Procedures</p> <p>3.5 Documentation Procedures</p> <p>3.6 Storing Procedures</p> <p>3.7 Dental Clinic Maintenance and Procurement Program</p>	<p>3.1 Interpersonal</p> <p>3.2 Skills</p> <p>3.3 Monitoring dental products</p> <p>3.4 Recording and Reporting Skills</p>
4. Monitor quality control	<p>4.1 Service quality standards is established according to <b>legal requirements</b>, patient's/client's requirements and dental policy</p> <p>4.2 Quality of service is monitored and ensured during delivery processes</p> <p>4.3 Client feedbacks are solicited, recorded and analyzed in accordance with quality requirements</p>	<p>4.1 Quality Control</p> <p>4.2 Legal Requirements</p> <p>4.3 Patient's Requirements</p> <p>4.4 Dental Policy</p>	<p>4.1 Interpersonal</p> <p>4.2 Skills</p> <p>4.3 Monitoring dental products</p> <p>4.4 Recording and Reporting Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Comply with dental ethics and jurisprudence	5.1 Key elements of major <b><i>legal systems</i></b> affecting business to dental clinic operations are examined to ensure full compliance under <b><i>legal and legislative provisions</i></b> 5.2 Various issues affecting <b><i>different forms of contract</i></b> are compared within business operations 5.3 <b><i>Statutory and legal requirements</i></b> for the delivery of dental services are determined across the industry 5.4 Dental products are handled and stored according to standards, policies and procedures, and safety practices 5.5 Compliance with standards on current dental services, materials and equipment are monitored in accordance with statutory and legal requirements	5.1 Dental Ethics and Jurisprudence 5.2 Legal Systems 5.3 Legal and Legislative Provisions 5.4 Different Forms of Contract 5.5 Statutory and Legal Requirements 5.6 Dental Products 5.7 Storing Procedures 5.8 Dental Services, Materials and Equipment	5.1 Interpersonal 5.2 Skills 5.3 Monitoring patient's records 5.4 Recording and reporting skills 5.5 Complying with dental ethics and jurisprudence

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Vital signs	May include: 1.1 Blood Pressure 1.2 Heart Rate 1.3 Pulse Rate
2. Findings	May include: 2.1 Poor oral hygiene 2.2 Halitosis 2.3 Dental Caries 2.4 Gingivitis 2.5 Periodontitis 2.6 Abrasion, Attrition, Erosion 2.7 Heavy Stains
3. Payments	May include: 3.1 Cash 3.2 Installment 3.3 Post dated cheques 3.4 Health insurance claims
4. Billings and other related communications	May include: 4.1 Client billings 4.2 Health card billings 4.3 Follow-up/Demand letter
5. Legal requirements	May include: 5.1 Types of products and services provided 5.2 Size, type and location of business 5.3 Characteristics of specific products or services 5.4 Worksite-specific context, variations and environments
6. Legal systems	May include: 4.2 Workplace relations 4.3 Industry codes and practices 4.4 License, patent or copyright arrangements
7. Legal and legislative provisions	May include: 7.1 Dental Law 7.2 Occupational Health and Safety (OHS) 7.3 Workplace relations 7.4 Workers' compensations 7.5 Equal employment opportunity (EEO) 7.6 Environmental protection legislation
8. Different forms of contract	May include: 8.1 Letters of appointments or intent 8.2 Memorandum of agreement 8.2.1 External contracts 8.2.2 Written contracts 8.3 Terms of payment agreement

VARIABLE	RANGE
	8.4 Purchase order 8.5 Petty cash
9. Statutory and legal requirements	May include: 9.1 Equal Employment Opportunity (EEO) 9.2 Disciplinary procedures 9.3 Awards and agreements 9.4 Wages and conditions 9.5 OHS 9.6 Anti-discrimination 9.7 Company policies and procedures

## Evidence Guide

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Maintained patient's records</li> <li>1.2 Maintained financial records of the clinic</li> <li>1.3 Purchased dental products</li> <li>1.4 Monitored quality control</li> <li>1.5 Complied with dental ethics and jurisprudence in accordance with legal and legislative provisions</li> <li>1.6 Demonstrated knowledge on dental law, and other relevant legal and statutory requirements</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace: Real or simulated work area</li> <li>2.2 Appropriate tools and equipment</li> <li>2.3 Appropriate personnel, supplies and materials</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Written Test/Examination</li> <li>3.3 Third Party Report</li> <li>3.4 Portfolio</li> </ul>
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in the workplace or in a simulated work setting or environment.</p>

**UNIT OF COMPETENCY: PROVIDE EFFECTIVE PATIENT/CLIENT SERVICE**

**UNIT CODE HHC325307**

**UNIT DESCRIPTOR** This unit of competency deals with the knowledge, skills and attitudes in providing effective patient/client service. It includes greeting patient/client, identifying patient/client needs, delivering service to patient/client, handling queries through telephone, fax machine, internet and email and handling complaints, evaluation and recommendation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Greet patient/client	1.1 Patient's/client's are greeted in line with dental procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 <b>Non verbal communication</b> of patient/client is observed responding to patient/client 1.4 Sensitivity to <b>cultural and social differences</b> is demonstrated	1.1 Dental Procedure 1.2 Verbal and Non-Verbal Communication 1.3 Cultural and Social Differences 1.4 Safety Practices 1.5 Attitude 1.6 Communication Process 1.7 Communication Barriers	1.1 Effective communication skills 1.2 Non-verbal communication – body language 1.3 Interpersonal Skills
2. Identify patient/client needs	2.1 Appropriate <b>interpersonal skills</b> are used to ensure that patient/client needs are accurately identified 2.2 <b>Patient/client needs</b> are assessed for urgency so that priority for dental service delivery can be identified 2.3 Patient/client are provided with	2.1 Patient/Client Needs 2.2 Dental Procedure 2.3 Verbal and Non-Verbal Communication 2.4 Cultural and Social Differences 2.5 Safety Practices 2.6 Attitude 2.7 Communication Process	2.1 Effective communication skills 2.2 Non-verbal communication – body language 2.3 Interpersonal Skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>information regarding dental procedures</p> <p>2.4 Personal limitation in addressing patient/client needs is identified and where appropriate, assistance is sought from dentist</p>	2.8 Communication Barriers	
3. Deliver dental service to patient/client	<p>3.1 Patient/client needs are promptly attended to in line with <b><i>dental procedures</i></b></p> <p>3.2 Appropriate rapport is maintained with patient/client to enable high quality dental service</p> <p>3.3 Opportunity to enhance the quality of dental services are taken wherever possible</p>	<p>3.1 Patient/Client Needs</p> <p>3.2 Dental Procedure</p> <p>3.3 Verbal and Non-Verbal Communication</p> <p>3.4 Cultural and Social Differences</p> <p>3.5 Safety Practices</p> <p>3.6 Attitude</p> <p>3.7 Communication Process</p> <p>3.8 Communication Barriers</p>	<p>3.1 Effective communication skills</p> <p>3.2 Non-verbal communication – body language</p> <p>3.3 Interpersonal Skills</p>
4. Handle queries through telephone, fax machine, internet and email	<p>4.1 Use telephone, computer, fax machine, internet efficiently to determine patient/client requirements</p> <p>4.2 Queries/ information are recorded in line with dental procedure</p> <p>4.3 Queries are acted upon promptly and correctly in line with dental procedure</p>	<p>4.1 Use of communication equipment</p> <p>4.2 Queries/ Information</p> <p>4.3 Safety practices</p>	<p>4.1 Effective communication skills</p> <p>4.2 Non-verbal communication – body language</p> <p>4.3 Interpersonal Skills</p> <p>4.4 Good Time Management</p> <p>4.5 Ability to handle telephone inquiries and conversations</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
			4.6 Ability to work calmly and unobtrusively effectively 4.7 Proper way of handling complaints
5. Handle complaints, evaluation and recommendations	5.1 Patient/clients are greeted with a smile and eye-to-eye contact 5.2 Responsibility for resolving the complaint is taken within limit of responsibility 5.3 Nature and details of complaint are established and agreed with the patient/client 5.4 Appropriate treatment is taken to resolve the complaint to the patient/client satisfaction wherever possible	5.1 Complaints, evaluation and recommendation 5.2 Queries/ Information 5.3 Safety practices 5.4 Workplace Policies and Procedures	5.1 Effective communication skills 5.2 Non-verbal communication – body language 5.3 Interpersonal Skills 5.4 Good Time Management 5.5 Ability to handle telephone inquiries and conversations 5.6 Ability to work calmly and unobtrusively effectively 5.7 Proper way of handling complaints

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Non-verbal communication	May include: 1.1 body language 1.2 dress and accessories 1.3 gestures and mannerisms 1.4 voice tonality and volume 1.5 use of space 1.6 culturally specific communication customs and practices
2. Cultural and social differences	May include: 2.1 modes of greeting, farewelling and conversation 2.2 body language/ use of body gestures 2.3 formality of language
3. Interpersonal skills	May include: 3.1 interactive communication 3.2 public relation 3.3 good working attitude 3.4 sincerity 3.5 pleasant disposition 3.6 effective communication skills
4. Patient/client needs	May include : 4.1 those with a disability 4.2 those with special cultural or language needs 4.3 unaccompanied children 4.4 parents with young children 4.5 pregnant women 4.6 single women
5. Dental clinic procedure	May include : 5.1 modes of greeting and farewell 5.2 addressing the person by name 5.3 time-lapse before a response 5.4 style manual requirements 5.5 standard letters and proforma

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Complied with industry practices and procedures</li> <li>1.2 Used interactive communication with others</li> <li>1.3 Complied with occupational, health and safety practices</li> <li>1.4 Promoted public relation among others</li> <li>1.5 Complied with service manual standards</li> <li>1.6 Demonstrated familiarity with dental clinic facilities, products and services</li> <li>1.7 Applied dental clinic rules and standards</li> <li>1.8 Applied telephone ethics</li> <li>1.9 Applied correct procedure in using telephone, fax machine, internet</li> <li>1.10 Handled patient/client complaints</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Availability of telephone, fax machine, internet, etc.</li> <li>2.2 Availability of data on projects and services; tariff and rates, promotional activities in place etc.</li> <li>2.3 Availability of office supplies</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Practical demonstration</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>4.2 Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

## SECTION 3 TRAINING STANDARDS

These standards are set to provide Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **DENTAL HYGIENE LEVEL IV**.

They include information on curriculum design, training delivery, trainee entry requirements, tools, materials and equipment, training facilities and trainers qualification.

### 3.1 CURRICULUM DESIGN

Course Title: **DENTAL HYGIENE**

NC Level: **LEVEL IV**

Nominal Training Hours: **3499 Hours (Includes 1056 Hours OJT\*)**

92 Hrs. Basic Competencies  
56 Hrs. Common Competencies  
3351 Hrs. Core Competencies  
**3499** Hrs. Total  
**1056** Hrs. OJT

Course Description:

This course is designed to enhance the knowledge, skills and attitudes of an individual in the field of **DENTAL HYGIENE** in accordance with industry standards. It covers core competencies such as: performing oral examination, promoting oral health and hygiene, operating a dental radiographic equipment, applying the principle of radiology, biology and protection in dental practice, performing scaling and polishing, maintaining dental records and resources, and providing effective patient's/clients service.

This includes the common competencies: Maintain an effective relationship with customers and clients, maintain instruments and equipment in the work area, manage own performance, follow occupational health and safety policies in dental facilities, maintain infection control in dental practice, apply basic first aid and operate a personal computer.

It also includes competencies such as: Utilize specialized communication skills, develop teams and individuals, apply problem solving techniques in the workplace, collect, analyse and organize information, plan and organize work and promote environmental protection.

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 of training center delivering this TVET program.

The above requirements will satisfy the prescribed 2 years certificate in dental hygiene with at least 6 months OJT in the IRR of Republic Act 9484 (PRC Board of Dentistry Resolution No. 12 s. 2007).

Completion of the two-year course and the six- month on-the-job training is required for those applying for the PRC licensure exam.

Pursuant to the provision of the IRR of Republic Act 9484, the Dental Hygiene Level IV program shall be registered in UTPRAS to a recognized and legally constituted college, or school of dentistry.

**\*Note:** The OJT should be at least six months and may be integrated/embedded in the two-year program.

**BASIC COMPETENCIES  
(92 Hours)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
1. Utilize specialized communication skills	1.1 Meet common and specific communication needs of clients and colleagues	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>➤ Communication process</li> <li>➤ Dynamics of groups and different styles of group leadership</li> </ul> </li> <li>• Identify different approaches to meet the needs of clients and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	1 hour
	1.2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> <li>• Apply communication skills to fulfill job roles as specified by the organization</li> <li>• Apply communication techniques in communicating with clients and colleagues               <ul style="list-style-type: none"> <li>➤ Active listening</li> <li>➤ Feedback</li> <li>➤ Interpretation</li> <li>➤ Role boundaries setting</li> <li>➤ Negotiation</li> <li>➤ Establishing empathy</li> </ul> </li> <li>• Describe strategies for internal and external dissemination of information</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral evaluation</li> </ul>	1 hour
	1.3. Represent the organization	<ul style="list-style-type: none"> <li>• Describe criteria for a good presentation</li> <li>• Prepare presentation material for internal or external forums to promote the organization</li> <li>• Use appropriate media to enhance the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	1.4. Facilitate group discussion	<ul style="list-style-type: none"> <li>• Gather relevant information</li> <li>• Apply values in facilitating differences in views</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	1 hour
	1.5. Conduct interview	<ul style="list-style-type: none"> <li>• Describe communication strategies employed in interview situations</li> <li>• Conduct interview</li> <li>• Apply organizations procedure in maintaining records of interviews</li> <li>• Use questioning, listening and nonverbal communication techniques to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Observation</li> </ul>	1 hour
2. Develop and Lead Teams	2.1 Provide team leadership	<ul style="list-style-type: none"> <li>• Discussion on Team Leadership and expectation from team leaders</li> <li>• Case study on learning and development needs of team members</li> <li>• Discussion on organizational requirements from team members</li> <li>• Role play on coaching and mentoring</li> <li>• Discussion on preparation of team members development plan</li> <li>• Role Play on providing feedback on performance</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>▪ Written Test</li> </ul>	2 hours
	2.2 Foster individual and organizational growth	<ul style="list-style-type: none"> <li>• Discussion on learning and development program goal setting</li> <li>• Preparation of learning and development program goals</li> <li>• Discussion on learning delivery methods</li> <li>• Role play on the different learning delivery methods</li> <li>• Discussion on workplace learning opportunities</li> <li>• Role play on coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> <li>• Discussion on the different levels of learning evaluation.</li> <li>• Discussion on the different methods used to evaluate learning</li> <li>• Develop reporting system for monitoring of performance attributed to learning programs</li> <li>• Gathering of information to evaluate individual performance attributed to learning programs</li> <li>• Case study on modification of learning plan based on performance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	2 hours
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> <li>• Discussion on team commitment and cooperation and its impact to attainment of goals</li> <li>• Play games on team commitment and cooperation</li> <li>• Discussion on team dynamics and its relation to team performance</li> <li>• Play games on team dynamics and performance</li> <li>• Development of career plans</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	2.5 Facilitate accomplishment of organizational goals	<ul style="list-style-type: none"> <li>• Perform team building activities towards improving communication among team members, goal setting and improving performance</li> <li>• Case studies involving collaborative activities to improve attainment of group goals</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Case Study</li> <li>• Observation</li> </ul>	1 hour
3. Perform higher-order thinking processes and apply techniques in the workplace	3.1 Evaluate effectiveness and efficiency of the workplace systems, processes and procedures	<ul style="list-style-type: none"> <li>• Examine current systems, standards, procedures and protocols in the workplace</li> <li>• Discuss different methods of critical and appreciative inquiry and their relevance to different situations</li> <li>• Form habit of asking questions and taking responsibility for answers</li> <li>• Appreciate importance of why questions for individuals, businesses and communities</li> <li>• Use range of analytical techniques</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Foster the habit of critical inquiry and curiosity in the workplace	<ul style="list-style-type: none"> <li>• Discuss different methods of critical and appreciative inquiry and their relevance to different situations</li> <li>• Form habit of asking questions and taking responsibility for answers</li> <li>• Appreciate importance of why questions for individuals, businesses and communities</li> <li>• Use range of analytical techniques, growth mindset and positive communication strategies</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> <li>• Discuss insights on workplace effectiveness and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 hour
	3.3 Develop practical action plans for improving workplace conditions	<ul style="list-style-type: none"> <li>• Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> <li>• Discuss concepts creative negotiation skills, change management and improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> <li>• Project-based learning</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
4. Contribute to the Practice of Social Justice in the Workplace	4.1 Update self on local, national and global trends/ issues in the workplace	<ul style="list-style-type: none"> <li>• Explain the local, national and global systems and structures</li> <li>• Discuss issues affecting interaction and connectedness of communities at local, national and global levels</li> <li>• Explain underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)</li> <li>• Monitor trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms</li> <li>• Analyze trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity</li> <li>• Engage in discourse about the local, national and global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/ problems involving workplace diversity issues</li> <li>• Written examination (Essay)</li> <li>• Role Playing</li> </ul>	1 hour
	4.2 Relate local and global trends to workplace context	<ul style="list-style-type: none"> <li>• Discuss the different levels of human identity according to Amber Mayer (2015)</li> <li>• Explain different communities people belong to and how these are connected</li> <li>• Recognize cultural differences and respect for cultural diversity</li> <li>• Recognize differences and commonalities among people</li> <li>• Demonstrate attitudes of empathy, solidarity and respect for diversity</li> <li>• Connect local issues to global trends, and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/ problems involving workplace diversity issues</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				<ul style="list-style-type: none"> <li>• Written examination (Essay)</li> </ul>	
	4.3 Engage and take actions on workplace issues and concerns	<ul style="list-style-type: none"> <li>• Identify the actions that can be taken individually and collectively</li> <li>• Describe ethically responsible behaviour</li> <li>• Explain the importance and benefits of civic engagement</li> <li>• Employ appropriate actions to address workplace issues involving national and global trends</li> <li>• Show concern and willingness to take part in the development efforts to discuss workplace issues and concerns</li> <li>• Apply the attitude of “thinking globally and acting locally” in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/problems involving workplace diversity issues</li> <li>• Written examination (Essay)</li> <li>• Role Playing</li> </ul>	1 hour
5. Manage innovative work instructions	5.1 Review and analyze existing workplace practices	<ul style="list-style-type: none"> <li>• Show mastery of basic management concepts according to Gallup, nine dimensions of innovative practices and climate; and different types of innovation</li> <li>• Contextualize innovation to different variables in the organization</li> <li>• Review current organizational practices where innovation is contextualized</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				reports of on-the-job performance. <ul style="list-style-type: none"> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
	5.2 Examine opportunities for continuous improvement and innovation of practices in the workplace	<ul style="list-style-type: none"> <li>• Show mastery of the determinants of innovative behaviors and principles of innovation</li> <li>• Review current organizational practices where innovation is contextualized</li> <li>• Evaluate innovative practices in the organization</li> <li>• Assess innovative behaviors for promoting innovation and learning in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 hour
	5.3 Implement innovative ways in the conduct of usual workplace	<ul style="list-style-type: none"> <li>• Show mastery of the determinants of innovative behaviors, principles of innovation; and dimensions of innovation climate and strategies and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	practices	for implementing innovation in the workplace <ul style="list-style-type: none"> <li>Evaluate impact of innovative practices in the organization</li> <li>Demonstrate skills in managing changes in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> </ul>	Evaluation <ul style="list-style-type: none"> <li>Life Narrative Inquiry</li> <li>Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>Standardized assessment of character strengths and virtues applied</li> </ul>	
6. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>Kinds of information</li> <li>Information evaluation issues</li> <li>Information storage requirements and methods</li> </ul> </li> <li>Analysing record information</li> <li>Identification of information sources</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours
	6.2 Collect and analyze information	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>Information collection and collation</li> <li>Relevant trends and developments</li> </ul> </li> <li>Collection of information</li> <li>Analyzation of information</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>Management information systems</li> <li>Available technology in information management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Advance strategies for customer service excellence</li> <li>● Use of available technology in information management</li> </ul>	<ul style="list-style-type: none"> <li>● Practical exercises</li> </ul>		
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> <li>● Lecture and discussion on: <ul style="list-style-type: none"> <li>○ Reporting procedures of the organisation</li> <li>○ Analysis and display techniques</li> </ul> </li> <li>● Using management information systems to store and retrieve data</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Hands on</li> <li>● Demonstration</li> <li>● Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> <li>● Written Test</li> <li>● Observation</li> <li>● Presentation</li> </ul>	2 Hours
7. Lead towards improvement of environmental work programs, policies and procedures	7.1 Assess Occupational Safety and Health (OSH) practices and programs	<ul style="list-style-type: none"> <li>● Case Study in evaluating current OSH programs effectiveness</li> <li>● Practice auditing the workplace</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Case Study</li> <li>● Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● Written Exam</li> <li>● Demonstration</li> <li>● Observation</li> <li>● Interviews / Questioning Portfolio</li> </ul>	2 hours
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> <li>● Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Case Study</li> <li>● Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● Written Exam</li> <li>● Demonstration</li> <li>● Observation</li> <li>● Interviews / Questioning Portfolio</li> </ul>	4 hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH)	<ul style="list-style-type: none"> <li>● Role play in increasing the OSH awareness</li> <li>● Measuring the impact of the new OHS program or initiative</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Case Study</li> </ul>	<ul style="list-style-type: none"> <li>● Written Exam</li> <li>● Demonstration</li> <li>● Observation</li> <li>● Interviews /</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	Programs, Procedures and Policies		<ul style="list-style-type: none"> <li>• Group Project</li> </ul>	Questioning Portfolio	
8. Lead Towards Improvement of Environmental Work Programs, Policies and Procedures	8.1 Assess Environmental Work Practices and Programs	<ul style="list-style-type: none"> <li>• Discussion of Green structural change and retraining needs               <ul style="list-style-type: none"> <li>- What is green structural change and where is it happening</li> <li>- Workforce restructuring and adjustment</li> <li>- Employment effects of Environment</li> <li>- Sectors most affected by green restructuring</li> <li>- Retraining and skills upgrading</li> <li>- Effective and equitable restructuring: Good practices and programs by public and private sector actors</li> </ul> </li> <li>• Perform Impact Assessment</li> <li>• Discussions of Gender Implications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 hour
	8.2 Recommend Environmental Program Improvement Initiatives	<ul style="list-style-type: none"> <li>• Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities</li> <li>• Practicing Basic Business planning</li> <li>• Opportunities Management - Identification of low-carbon and Resource scarcity risks</li> <li>• Perform Cost–benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	8.3 Implement Recommend Improvements on Environmental Programs, Policies and Procedures	<ul style="list-style-type: none"> <li>• Practicing Environmental Awareness Raising (Communication/ Implementation campaigns)</li> <li>• Teaching and training personnel - necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 hour
9. Sustain and enhance entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> <li>• Discussion on entrepreneurial skills</li> <li>• Identifying market trends</li> <li>• Case studies on new technologies, products and processes</li> <li>• Practice gathering information on new trends</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case study</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Report</li> <li>• Case problem</li> </ul>	2 hours
	9.2 Develop individuals and teams	<ul style="list-style-type: none"> <li>• Discussion on continuous improvement</li> <li>• Presentation of plans for continuous improvement</li> <li>• Evaluation of new products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Report</li> <li>• Case problem</li> </ul>	1 hour
	9.3 Expand markets and clientele	<ul style="list-style-type: none"> <li>• Prepare business plan and proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	1 hour

## COMMON COMPETENCIES

56Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Maintain an effective relationship with patients, clients, and customers (9 hrs.)	1.1 Maintain a clean and hygienic environment.	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Stance</li> <li>• Posture</li> <li>• Body Language</li> <li>• Grooming</li> <li>• Standing Orders</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Maintain uniform and personal grooming</li> <li>• Maintain stance, posture, body language and other personal presence</li> <li>• Keep tidy and uncluttered work area</li> <li>• Store equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Demonstration and questioning</li> </ul>	3 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.2 Meet client/customer requirements	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Assignment Instructions</li> <li>• Post Orders</li> <li>• Reviewing assignment instructions</li> <li>• Discussion techniques with client/customer</li> <li>• Implementing required changes</li> <li>• Referral to appropriate employer/personnel</li> <li>• Clarification of client needs and instructions</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Identify assignment instructions and post orders</li> <li>• Accomplish scope to modify instructions/orders</li> <li>• Meet client requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/Performance Test</li> <li>• Interview</li> </ul>	3 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Monitor changes of client's needs and requirements</li> <li>• Clear and comply all communications with client or customer</li> </ul>			
	1.3 Build credibility with customers/clients	<p>Read and apply the following topics:</p> <ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Customer Service Skills</li> <li>• Telephone Etiquette</li> <li>• Maintaining Records</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Adhere to client expectations</li> <li>• Identify, deal and record possible causes of client/customer dissatisfaction</li> <li>• Inform client of all relevant security matters</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/Performance Test</li> <li>• Interview</li> </ul>	3 hrs.

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
2. Manage own performance (9 hrs.)	2.1 Plan for completion of workload	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Assignment Instructions</li> <li>• Verbal instructions</li> <li>• Policy Documents</li> <li>• Duty Statements</li> <li>• Self-Assessment</li> <li>• Daily Tasks</li> <li>• Weekly Tasks</li> <li>• Regularly or irregularly occurring tasks</li> <li>• Allocating priority and timelines</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Identify tasks accurately</li> <li>• Develop workplans</li> <li>• Allocate tasks priority and timelines</li> <li>• Know and comply task deadlines</li> <li>• Know and complete work schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Demonstration with questioning</li> <li>• Written Report</li> </ul>	4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.2 Maintain quality of performance	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Monitoring personal performance</li> <li>• Determining performance standards</li> <li>• Interpreting work standards</li> <li>• Quality of work</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Monitor personal performance</li> <li>• Get advice and guidance</li> <li>• Apply guidance from management</li> <li>• Clarify standard of work</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Practical/Performance Test</li> <li>• Written Report</li> </ul>	5 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	<p>.1 Prepare to clean dental laboratory instruments and work area (4 hrs.)</p>	<p>Read and apply the following topics:</p> <ul style="list-style-type: none"> <li>• Definition and functions of each dental laboratory instruments and equipment</li> <li>• Care of instruments</li> <li>• Safe work practices</li> <li>• Occupational Safety and Health Procedures</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Follow safe work practices and standard precautions</li> <li>• Follow safe use of dental laboratory instruments and equipment</li> <li>• Segregate and dispose waste</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Demonstration</li> <li>• E-Learning</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written/Oral</li> <li>• Direct observation</li> <li>• Hands-On Application</li> </ul>	<p>2 hrs.</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.2 Clean and dry dental laboratory instruments	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Workflow procedures</li> <li>• Reprocessing area</li> <li>• Different types of dental laboratory instruments</li> <li>• Cleaning agents and their uses</li> <li>• Instruments checking procedure</li> <li>• Basic maintenance</li> <li>• Perform the following skills:               <ul style="list-style-type: none"> <li>• Follow workflow procedures in instrument reprocessing area</li> <li>• Clean instruments</li> <li>• Select and use appropriate cleaning agents</li> <li>• Dry instruments and inspect for damage</li> <li>• Classify instruments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Demonstration</li> <li>• E-Learning</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written/oral</li> <li>• Direct Observation</li> <li>• Hands-On Application</li> </ul>	2 hrs.

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
3. Follow occupational health and safety policies in dental laboratory facilities (6 hrs.)	4.1 Apply workplace procedures for hazard identification and risk control	Read and apply the following topics: <ul style="list-style-type: none"> <li>• OSH Legislation</li> <li>• Dental Laboratory Codes of Practice</li> <li>• Dental Hazards</li> <li>• Dental Hazard Risk Assessments</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Recognize and report hazards in the dental laboratory</li> <li>• Follow workplace procedures and work instructions</li> <li>• Follow workplace procedures for dealing with accidents, fires and emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Direct Observation</li> <li>• Practical Exam</li> </ul>	2 hrs.
	4.2 Utilize and implement strategies as directed to prevent infection in the workplace	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Dental Laboratory Hazard Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Direct Observation</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Dental Laboratory Codes of Practice</li> <li>• Dental hazards</li> <li>• Dental Hazard Risk Assessments</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Explain relevant information about dental laboratory hazards and dental laboratory codes of practice</li> <li>• Provide information about identified hazards and outcomes of hazard risk assessments</li> <li>• Provide opportunity for the work group to seek further information on workplace hazard control issues and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	4.3 Work in a safe manner	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Dental Laboratory Policies and Procedures</li> <li>• Dental Laboratory Security Measures</li> <li>• Using Dental Laboratory Safe Manual</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Follow define dental laboratory procedures</li> <li>• Carry-out all work</li> <li>• Follow dental laboratory security measures</li> <li>• Follow dental laboratory safe manual handling procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	3 hrs.

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
4. Maintain infection control in dental practice (12rs.)	5.1 Monitor and maintain the cleanliness of the dental laboratory rooms, dental clinics and community	<p>Read and apply the following topics:</p> <ul style="list-style-type: none"> <li>• Dental laboratory procedures for monitoring and cleaning workplace and surroundings</li> <li>• Manufacturer's instruction on the use of disinfectants</li> <li>• Personal Protective Equipment</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Use Personal Protective Equipment</li> <li>• Select, prepare and use of disinfectants and cleaning equipment</li> <li>• Store cleaning equipment</li> <li>• Monitor and maintain workplace and surrounding</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	5.2 Clean and maintain dental instruments and equipment	Read and Apply the following topics: <ul style="list-style-type: none"> <li>• Dental Instruments and Equipment</li> <li>• Manufacturers specification on cleaning procedures</li> <li>• Maintenance of Equipment</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Clean and maintain dental laboratory instruments and equipment</li> <li>• Check for maintenance dental laboratory instruments and equipment</li> <li>• Carry-out cleaning procedures in the correct sequence and duration</li> <li>• Follow regular maintenance program schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	5.3 Maintain hygiene and personal protection	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Use of PPE</li> <li>• Dental Laboratory Hazards</li> <li>• First Aid Procedures</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Cover open cuts and abrasions with a water proof dressing</li> <li>• Wear personal protection equipment</li> <li>• Recognize and report hazards in the dental laboratory</li> <li>• Follow appropriate procedures for dealing with accidents</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and oral questioning</li> <li>• Grid question</li> <li>• Practical exercise</li> </ul>	3 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	5.4 Dispose of dental laboratory waste safely	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Use of PPE</li> <li>• Waste Disposal</li> <li>• Dental Laboratory Policy and Procedures on Safety</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Wear or use personal protective equipment</li> <li>• Segregate, contain store and transport waste</li> <li>• Dispose waste</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	2 hrs.
	5.5 Disinfect and clean impressions	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Dental Laboratory Instruments and Equipment</li> <li>• Manufacturers specification on cleaning procedures</li> <li>• OHS Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	3 hrs.

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
5. Apply basic first aid	5.1 Assess the situation	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Physical Hazards</li> <li>• OSH Requirements and Regulations</li> <li>• Casualty Assessment</li> <li>• Checking casualty's vital signs and physical condition</li> <li>• Company Standard Operating Procedures</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Identify physical hazards to self and casualty's safety and health</li> <li>• Minimize immediate risks to self and casualty's occupational safety and health</li> <li>• Assess casualty's vital signs and physical condition</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	6.2 Apply basic first aid techniques	Read and apply the following topics: <ul style="list-style-type: none"> <li>• First Aid Principles and Procedures</li> <li>• Basic Anatomy and Physiology</li> <li>• Dealing with confidentiality</li> <li>• Casualty management'</li> <li>• Safe manual handling of casualty</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Provide first aid management</li> <li>• Reassure casualty in a caring and calm manner</li> <li>• Seek first aid assistance from others in a timely manner</li> <li>• Monitor and respond to casualty's condition</li> <li>• Record details of casualty's physical condition, changes in conditions, management and response</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Hands-On Application</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Interview/Oral Exam</li> <li>• Practical Exam</li> <li>• Direct Observation</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Finalize casualty management</li> </ul>			
	6.3 Communicate details of the incident	<p>Read and apply the following topics:</p> <p>OSH Legislation and Regulations</p> <p>Report Preparation</p> <p>Communication Skills</p> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Request appropriate medical assistance</li> <li>• Convey detail of casualty's condition and management activities</li> <li>• Prepare reports to supervisors in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Group Discussion</li> <li>• Demo Return Demo</li> <li>• Film Viewing</li> <li>• Surface Learning</li> </ul>	<p>Written Exam</p> <p>Interview/Oral Exam</p> <p>Practical Exam</p> <p>Direct Observation</p>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
6. Operate a personal computer (10 hrs.)	6.1 Start and shut down the computer	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Connecting of wires and peripheral devices</li> <li>• Switching of powers and peripheral devices</li> <li>• Proper logging in and logging off procedure</li> <li>• Operating system are properly work</li> <li>• Saving and closing application programs</li> <li>• Computer unit is properly shutdown</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Connect the peripheral devices as sated in the operating manual</li> <li>• Check power and switch computer and peripheral devices</li> <li>• Do logging in or logging out</li> </ul>	<ul style="list-style-type: none"> <li>• Self-paced</li> <li>• Demonstration</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• Demonstration of Skills</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Access and navigate the operating system features and functions</li> <li>• Check hardware configuration and other system features</li> <li>• Close all open application programs</li> <li>• Shutdown computer and peripheral devices</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	6.2 Arrange and customize desktop/windows setting	<p>Read and apply the following topics: The desktop screen is modified</p> <ul style="list-style-type: none"> <li>• Manipulating of desktop</li> <li>• Accessing and using the online help functions</li> <li>• Opening and closing of selected desktop icons</li> <li>• Presentation of icons properties</li> <li>• Restoring of computer desktop</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Change the desktop screen or Windows elements</li> <li>• Add, rename, move, copy or delete desktop icons</li> <li>• Access or use the online help functions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-paced</li> <li>• Demonstration</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• Demonstration of Skills</li> <li>• Evaluation</li> <li>• Interview</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Select, open and close desktop icons of application programs</li> <li>• Display properties of icon</li> <li>• Save and restore computer or desktop settings</li> </ul>			
	7.3 Work with files and folders (or directories)	<p>Read and apply the following topics:</p> <ul style="list-style-type: none"> <li>• Manipulating of file or folder</li> <li>• Restoring of files</li> <li>• Viewing of files and folders</li> <li>• Organizing of different files</li> <li>• Searching of files and information</li> <li>• Manipulating of disks</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Create, open, move, rename, copy or restore a file or folder</li> </ul>	<ul style="list-style-type: none"> <li>• Self-paced</li> <li>• Demonstration</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• Demonstration of Skills</li> <li>• Evaluation</li> <li>• Interview</li> </ul>	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Display or view details and properties of files and folders</li> <li>• Organize various files for easy lookup and use as shown in computer manual</li> <li>• Search files and information as stated in instructional material</li> <li>• Check, erase, format disks as necessary</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	7.4 Work with user application programs	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Manipulating of application programs</li> <li>• Updating and upgrading user software</li> <li>• Moving of documents</li> </ul> Perform the following skills: <ul style="list-style-type: none"> <li>• Add, change, remove or run application programs</li> <li>• Install, update and upgrade user software or application program</li> <li>• Move information/data between documents or files</li> </ul>	<ul style="list-style-type: none"> <li>• Self-paced</li> <li>• Demonstration</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• Demonstration of Skills</li> <li>• Evaluation</li> <li>• Interview</li> </ul>	2 hrs.
	7.5 Print information	Read and apply the following topics: <ul style="list-style-type: none"> <li>• Installing or adding printer</li> </ul>	•	•	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Page set-up is ensured</li> <li>• Set default of printer</li> <li>• Printing of information or document</li> <li>• Viewing and deleting of print jobs</li> </ul> <p>Perform the following skills:</p> <ul style="list-style-type: none"> <li>• Ensure printer is added or installed and correct printer settings</li> <li>• Assign default printer accordingly with existing set-up</li> <li>• Print information or document on the installed printer</li> <li>• View and delete progress of print jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Self-paced</li> <li>• Demonstration</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• Demonstration of Skills</li> <li>• Evaluation</li> <li>• Interview</li> </ul>	2 hrs.

## CORE COMPETENCIES

3351 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1 Perform oral examination	1.1 Take medical/dental history of patient	1.1.1 Read and Understand Communication Techniques for Assessment > The Communication Process > Communicating with Patients - Patient-centered Communication - Listening Skills - Questioning Skills - Communication Tasks during Patient Assessment	• Lecture	• Written examination • Interview • Demonstration	700 hours
		1.1.2 Demonstrate Communication Techniques for Assessment	• Demonstration	• Observation	
		1.1.3 Perform Communication Techniques for Assessment	• Demonstration • Role Playing	• Observation • OJT	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.1.4 Read and Understand Roadblocks to Effective Communication and Overcoming Communication Barriers <ul style="list-style-type: none"> <li>&gt; Medical and Dental Terminology; Making Health Care Words Understandable</li> <li>&gt; Language Barriers</li> <li>&gt; Age Barriers</li> <li>&gt; Vision and Hearing Barriers</li> <li>&gt; Speech Barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• OJT</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.1.5 Read and Understand Medical History Assessment <ul style="list-style-type: none"> <li>&gt; Relationship Between Systemic Diseases and Oral Health</li> <li>&gt; Health History Forms</li> <li>&gt; Plan for Medical History Assessment</li> <li>&gt; Determination of Medical Risk and Consultation with a Physician</li> <li>&gt; Stress Reduction Protocol for Anxious Patients</li> <li>&gt; Medical Conditions and Diseases</li> <li>&gt; Common Prescription Medications; Uses, Concerns and Oral Manifestations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• OJT</li> </ul>	
		1.1.6 Demonstrate Technique Skills in Extracting Medical Health History from Patients	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral Evaluation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.1.7 Perform Technique Skills in Extracting Dental Health History from Patients 1.1.8 Read and Understand Vital Signs > Definition > Importance > Assessment 1.1.9 Read and Understand Taking Oral Temperature Measurement > Using a Mercury-in-Glass Thermometer > Using an Electronic Thermometer 1.1.10 View video/s about Taking Oral Temperature Measurement > Using a Mercury-in-Glass Thermometer > Using an Electronic Thermometer 1.1.11 Demonstrate Taking Oral Temperature Measurement	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• OJT</li>   <li>• Lecture</li>   <li>• Lecture</li>   <li>• Video viewing</li>   <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li>   <li>• Written Examination</li>   <li>• Written Examination</li>   <li>• Oral Evaluation</li> <li>• Interview</li>   <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>&gt; Using a Mercury-in-Glass Thermometer</li> <li>&gt; Using an Electronic Thermometer</li> </ul>			
		1.1.12 Perform Taking Oral Temperature Measurement <ul style="list-style-type: none"> <li>&gt; Using a Mercury-in-Glass Thermometer</li> <li>&gt; Using an Electronic Thermometer</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		1.1.13 Read and Understand Procedures for Pulse Assessment <ul style="list-style-type: none"> <li>&gt; Practice Locating the Radial Artery</li> <li>&gt; Determining Pulse Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> </ul>	
		1.1.14 View video/s about Procedures for Pulse Assessment	<ul style="list-style-type: none"> <li>• Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Evaluation</li> <li>• Interview</li> </ul>	
		1.1.15 Demonstrate Procedures for Pulse Assessment	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		1.1.16 Perform Procedures for Pulse Assessment	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• OJT</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.1.17 Read and Understand Procedures for Assessing Respiration > Introduction to Respiration > Assessing Pulse Rate  1.1.18 View video/s about Procedures for Assessing Respiration  1.1.19 Demonstrate Procedures for Assessing Respiration  1.1.20 Perform Procedures for Assessing Respiration  1.1.21 Read and Understand Introduction to Blood Pressure > Blood Pressure Assessment in the Dental Setting > Equipment for Measuring Blood Pressure > Recording Blood Pressure Measurements	<ul style="list-style-type: none"> <li>• Lecture</li>   <li>• Video viewing</li>   <li>• Demonstration</li>   <li>• Demonstration</li>   <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li>   <li>• Oral Evaluation</li> <li>• Interview</li>   <li>• Observation</li>   <li>• Observation</li> <li>• OJT</li> <li>• Written Examination</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>&gt; The Korotkoff Sounds</li> <li>&gt; The Silent Auscultory Gap</li> <li>&gt; Fluctuations in Blood Pressure</li> </ul> <p>1.1.22 Read and Understand Critical Technique Elements of Blood pressure Assessment</p> <ul style="list-style-type: none"> <li>&gt; Cuff Size</li> <li>&gt; Cuff Placement</li> <li>&gt; Arm Position</li> <li>&gt; Palpatory Estimation of Blood Pressure</li> </ul> <p>1.1.23 Read and Understand Procedures of Blood Pressure Assessment/ Blood Pressure Determination</p> <p>1.1.24 View video/s about Blood Pressure Assessment/ Blood Pressure Determination</p> <p>1.1.25 Demonstrate Blood Pressure Assessment/ Blood Pressure Determination</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Lecture</li> <li>• Video Viewing</li> <li>• Demonstration</li> <li>• Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Written Examination</li> <li>• Oral Evaluation</li> <li>• Interview</li> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.1.26 Perform Blood Pressure Assessment/ Blood Pressure Determination  1.1.27 Read and Understand Health Effects of Tobacco Use > Smoking: The Fifth Vital Sign > Medical Health Risks of Smoking - To the Periodontium - Smokeless Tobacco - Secondhand Smoke > Harmful Properties of Tobacco - Chemical Components - Addictive Properties of Nicotine - Smoking Rates > Guidelines for Tobacco Cessation Counseling	<ul style="list-style-type: none"> <li>• Demonstration</li>   <li>• Lecture</li> <li>• Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• OJT</li>   <li>• Written Examination</li> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>- One-on-One Education</li> <li>- Clinical Practice Guideline</li> <li>- ADHA's Smoking Cessation Initiative</li> <li>- Withdrawal Symptoms</li> </ul> <p>1.1.28 View video/s on Harmful Properties of Tobacco</p> <p>1.1.29 Read and Understand Examination of the Head and Neck</p> <ul style="list-style-type: none"> <li>&gt; Review of the Anatomy of the Head and Neck</li> <li>- Eyes, Ears and Nose</li> <li>- Sternomastoid Muscles</li> <li>- Lymph Nodes of the Head and Neck</li> <li>- Salivary Glands</li> <li>- Thyroid Glands</li> <li>- Temporomandibular joint</li> </ul> <p>1.1.30 View video/s on Examination of Head and Neck</p>	<ul style="list-style-type: none"> <li>• Video viewing</li> <li>• Lecture</li> <li>• Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Evaluation</li> <li>• Interview</li> <li>• Written Examination</li> <li>• Oral Evaluation</li> <li>• Interview</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.1.31 Demonstrate Examination of Head and Neck 1.1.32 Perform Examination of Head and Neck 1.1.33 Read and Understand Dental Health History Questionnaire > Adult Dental Health History Questionnaire - Questionnaire Format - Reason for Appointment - Previous Dental Experiences - Dental Concerns - Existing Dental Conditions - Daily Self Care - Dietary Habits > Child Health History Questionnaire 1.1.34 Demonstrate Technique Skills in Extracting Dental Health History from Patients	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role Playing</li>   <li>• Demonstration</li> <li>• OJT</li> <li>• Lecture</li>   <li>• Demonstration</li> <li>• Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li>   <li>• Observation</li> <li>• Written Examination</li>   <li>• Observation</li> <li>• Oral evaluation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.2 Examine teeth, gums and tissues of the mouth	1.1.35 Perform Technique Skills in Gathering Dental Health History from Patients  1.2.1 Read and Understand Oral Anatomy, Tooth Morphology and Occlusion > Nomenclature > Primary and Permanent Dentition > Individual Tooth Characteristics > Occlusion  1.2.2 Demonstrate Individual Tooth Identification, Drawing and Carving  1.2.3 Perform Individual Tooth Identification  1.2.4 Read and Understand the Periodontium > Tissues of the Periodontium in Health > Structures of the Periodontium > Nerve Supply, Blood Supply and Lymphatic System	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• OJT</li>   <li>• Lecture</li>            <li>• Demonstration</li>            <li>• Demonstration</li>            <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Drawing</li>   <li>• Written Examination</li>            <li>• Observation</li>            <li>• Observation</li> <li>• Drawing</li> <li>• Carving</li> <li>• Written Examination</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		1.2.5 View video/s about the Tissues of the Periodontium	• Video viewing	• Oral Evaluation • Interview	
		1.2.6 Perform Drawing and Identify the Tissues of the Periodontium	• Demonstration • OJT	• Observation • Drawing	
		1.2.7 Read and Understand Microscopic Anatomy of the Periodontium > Histology of Body Tissues > Histology of the Gingiva > Histology of Supporting Periodontal Tissues	• Lecture	• Written Examination	
		1.2.8 View video/s about the Microscopic Anatomy of the Periodontium	• Video viewing	• Oral Evaluation • Interview	
		1.2.9 Read and Understand The Patient's Dental Chart	• Lecture	• Written Examination	
		1.2.10 Demonstrate Dental Charting	• Demonstration • Role Playing • OJT	• Observation	
		1.2.11 Perform Dental Charting	• Demonstration • OJT	• Observation	
		1.2.12 Read and Understand Conducting Intraoral Assessments	• Lecture	• Written Examination	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.3 Educate patient on oral hygiene	1.2.13 Demonstrate Conducting Intraoral Assessments  1.2.14 Perform Conducting Intraoral Assessments  1.3.1 Read and Understand Periodontal Pathology > History of the Periodontal Disease > Causes of Periodontal Disease > Microbiology of Periodontal Disease > Host Immune Response > Local Contributing Factors > Systemic Contributing Factors  1.3.2 Read and Understand Diseases of the Periodontium > Classification of Periodontal Diseases and Conditions > Gingival Diseases > Periodontitis	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• OJT</li> </ul> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• OJT</li> </ul> <ul style="list-style-type: none"> <li>• Lecture</li> </ul> <ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> </ul> <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<p>1.3.3 Read and Understand Patient Education on Oral Hygiene</p> <ul style="list-style-type: none"> <li>&gt; How to keep your Mouth Healthy?</li> <li>&gt; How to Brush Properly?</li> <li>&gt; How to Floss Correctly?</li> </ul> <p>1.3.4 Demonstrate Patient Education on Oral Hygiene</p> <ul style="list-style-type: none"> <li>&gt; How to keep your Mouth Healthy?</li> <li>&gt; How to Brush Properly?</li> <li>&gt; How to Floss Correctly?</li> </ul> <p>1.3.5 Perform Patient Education on Oral Hygiene</p> <ul style="list-style-type: none"> <li>&gt; How to keep your Mouth Healthy?</li> <li>&gt; How to Brush Properly?</li> <li>&gt; How to Floss Correctly?</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li>   <li>• Demonstration</li> <li>• Role Playing</li> <li>• OJT</li>   <li>• Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li>   <li>• Observation</li>   <li>• Observation</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
2. Promote oral health and hygiene	2.1. Develop oral health promotion strategies for the target group	2.1.1 Read and Understand Health Promotions for Individuals with Special needs Pregnant Patient > Pediatric Oral Health Care: Infancy Through Age 5 > Patient with Cleft Lip or Palate > Patient with Endocrine Disorder or Hormonal Change > The Older Adult Patient > The Edentulous Patient > The Oral and Maxillofacial Surgery Patient > The Patient with Cancer	• Lecture	• Written Examination	500 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>&gt; The Patient with Disability</li> <li>&gt; Persons with Human Immunodeficiency Virus Infection</li> <li>&gt; The Patient who is Homebound</li> <li>&gt; The Patient with a Physical Impairment</li> <li>&gt; The Patient with a Sensory Impairment</li> <li>&gt; The Patient with a Developmental or Behavioral Disorder</li> <li>&gt; Family Abuse and Neglect</li> <li>&gt; The Patient with a Seizure Disorder</li> <li>&gt; The patient with a Psychiatric Disorder</li> <li>&gt; The Patient with a Substance-Related Disorder</li> <li>&gt; The patient with a Respiratory Disease</li> <li>&gt; The patient with Cardiovascular Disease</li> <li>&gt; The patient with a Blood Disorder</li> <li>&gt; The patient with Diabetes Mellitus</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		2.1.2 Demonstrate Health Promotions for Individuals with Special needs 2.1.3 Performs Health Promotions for Individuals with Special needs	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role Playing</li> <li>• OJT</li>   <li>• Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li>   <li>• Observation</li> </ul>	
	2.2 Implement an oral health promotion program	2.2.1 Read and Understand Implementation on Oral Health Promotion  a. Patient Learning for Health Behavioral Change b. Steps in a Preventive Program c. Patient Counseling d. Motivation e. The Learning Process f. Presentation Demonstration, Practice g. The Preschool Child h. The Teaching System i. Factors To Teach The Patient			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		2.2.2 Demonstrate Implementation on Oral Health Promotion  2.2.3 Perform Implementation on Oral Health Promotion	<ul style="list-style-type: none"> <li>• Lecture</li>   <li>• Demonstration</li> <li>• Role Playing</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li>   <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
3 Operate dental radiographic equipment	3.1 Position of patient to obtain radiographic image and position dental radiographic film 3.2 Operate radiographic imaging equipment safely to produce image 3.3 Process and provide quality assurance for the exposed dental radiographic film 3.4 Monitor and maintain equipment	3.1.1 Read and Understand: A. Periapical Survey: Paralleling Technique - Patient Position - Film/Sensor Placement - Features of Paralleling Technique B. Bitewing Survey C. Periapical Survey: Bisecting-angle Technique D. Occlusal Survey E. Panoramic Radiographic Images 3.4.1 Read and Understand Dental Radiographic Infection Control, Ownership and Documentation 3.4.2 Demonstrate Dental Radiographic Infection Control, Ownership and Documentation 3.4.3 Perform Dental Radiographic Infection Control, Ownership and Documentatio	<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Demonstration</li> <li>•Role Playing</li> <li>•OJT</li> <li>•Demonstration</li> <li>•OJT</li> <li>•Lecture</li> </ul>	<ul style="list-style-type: none"> <li>•Written Examination</li> <li>•Observation</li> <li>•Observation</li> </ul>	660 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
4 Apply the principle of radiation biology and protection in dental practice	4.1 Apply knowledge of ionizing radiation to produce a dental radiograph 4.2 Apply knowledge of radiation biology to protect patient, operator and others from ionizing radiation 4.3 Determine image characteristics of a dental radiographic image to minimize the necessity for retake 4.4 Minimize radiation by maintaining quality in processing		<ul style="list-style-type: none"> <li>•Lecture/ Demonstration</li> <li>•OJT</li> </ul>	<ul style="list-style-type: none"> <li>•Written Examination</li> <li>•Demonstration</li> <li>•Observation</li> </ul>	500 hours
5 Perform scaling and polishing	5.1 Perform dental diagnosis on patient 5.2 Scale and polish teeth 5.3 Provide advice to patient		<ul style="list-style-type: none"> <li>•Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>•Written Examination</li> <li>•Demonstration</li> <li>•Observation</li> </ul>	700 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>	
6 Maintain dental records and resources	6.1 Maintain patient's records 6.2 Maintain financial records of the clinic 6.3 Purchase dental products 6.4 Monitor quality control 6.5 Comply with dental ethics and jurisprudence		<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	241 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
7 Provide effective patients/clients service	7.1 Greet patient/client 7.2 Identify patient/client needs 7.3 Deliver dental services to patient/client 7.4 Handle queries through telephone, fax machine, internet and e-mail 7.5 Handle complaints, evaluation and recommendations		<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>	50 hours

### 3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
  - a. 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)
  - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
  - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
  - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
  - e. 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.
  - f. Training program allows for recognition of prior learning (RPL) or current competencies;
  - g. Training completion is based on satisfactory performance of all specified competencies.
2. 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 and their variations/ components may be adopted singly or in combination with other modalities when designing and delivering training programs:
  - 2.1. Institution- Based:
    - Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork 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 instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer

technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

### 3.3 TRAINEE ENTRY REQUIREMENTS:

Trainees or students who wants to undergo training should possess the following requirements:

- Must have completed twelve (12) years of basic education (Senior High School) or Alternative Learning System (ALS) Certificate of Completion with grade twelve (12) equivalent holder
- Must be physically and;
- Must have good communication skills

### 3.4 TOOLS, MATERIALS AND EQUIPMENT: DENTAL HYGIENE LEVEL IV

Recommended list of instruments, equipment and dental materials for the training of 25 trainees for **DENTAL HYGIENE LEVEL IV** are as follows:

INSTRUMENTS		EQUIPMENT		MATERIALS	
Qty.	Description	Qty.	Description	Qty.	Description
4 sets / student	Mouth mirror	10 pcs.	Dental Chair		Prophy paste
4 sets / student	Cotton plier	1 pc.	Sterilizer (Boiling type)	1bottle (350ml )	X-ray developer
4 sets / student	Explorer	1 pc.	Sterilizer (Dry heat)	1bottle (350ml )	X-ray fixer
4 sets / student	Periodontal probe	1 pc.	Autoclave	25 kilos	Plaster of paris
4 sets / student	Scaler 1, 2, 3	1pc.	Dental X-ray machine	25 kilos	Cast stone
4 sets / student	Interproximal scaler	1pc.	Panoramic X-ray	25 kilos	Die stone
4 sets / student	Coronal scaler	1pc.	Compressor	250 sachet	Alginate
25 pcs	Tackle box	1 pc.	Blood pressure apparatus	75 pcs	Modelling impression

INSTRUMENTS		EQUIPMENT		MATERIALS	
Qty.	Description	Qty.	Description	Qty.	Description
25 pcs	Enamel tray	10 pcs.	Working tables	25 boxes	Rubber base impression with putty
		1 pc.	Amalgamator	1 bottle (100 ml)	Sealant
25 boxes	Prophy brush and rubber cup	2 pcs	Light cure machine	1 bottle (350 ml)	Fluoride gel
25 pcs	Cotton holder	2 pcs	Ultrasonic scaler	100pcs	X-ray film (periapical)
25 pcs	cotton waste receiver	1 pc	X-ray viewer	100pcs	Occlusal
25 pcs	Spatula	1 pc	trimmer	100pcs	Bitewing
75 sets(S, M, L)	Perforated tray	25 pcs	Micromotor	100pcs	Panoramic film
75 sets (S,M, L)	Stocks tray	5 pcs	Suction machine	25 bottles	Hydrogen peroxide
100 pcs	Fluoride tray			100 pcs.	Disclosing tablets
25 pcs	Mixing bowl			25 bottles	Alcohol
25 pcs	Daphen dish			25 bottles	Mouth wash
50 pcs	Alligator clip			25 bottles	Betadine solution
25 pcs	X-ray holder			1 box	Cotton balls
25 pcs	Glass lab			25 pcs	Gloves
25 pcs	Cement spatula			25 pcs	mask
25 pcs	Plastic spatula			25 pcs	Scrub suit
25 pcs	Mortar and pestle			25 pcs	Head cap
25 boxes	Squeeze cloth			1 box	Topical anesthesia
75 pcs	Sterilizing bags			1 pack	Cotton pellets
25 pcs	Amalgam carrier			25 pcs. (2ml)	Light cure composite
25 pcs	Amalgam plugger			50 pcs	Amalgam pellet/powder/capsule
25 pcs	Amalgam burnisher			25 bottles (350 ml)	Liquid soap

INSTRUMENTS		EQUIPMENT		MATERIALS	
Qty.	Description	Qty.	Description	Qty.	Description
25 pcs	Rubber dam holder			1 box	Dental floss
25 boxes	Rubber dam sheet			1 box	Dental wedge
25 pcs	Rubber dam puncher			25 boxes	Articulating paper
25 pcs	Rubber dam forceps			25 boxes	Celluloid strip
Complete set	Rubber dam clamp			25 boxes	Sandpaper strip
25 pcs	Matrix band and holder			25 boxes	Saliva suction tip
25 pcs	Mouth retractor				

Note: \*Instruments should be provided by the students

### 3.5 TRAINING FACILITIES DENTAL HYGIENE LEVEL IV

The Dental Hygiene Learning Facility must be of concrete structure. Based on class size of **25** students / trainees the space requirements for the teaching / learning and curriculum areas are as follows.

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN S. METERS	TOTAL AREA IN SQ. METERS
Student/Trainee Performance Space (S/TPS)	6X 6	36	36
Learning Resource Center (LRC)	3 X 5	15	15
Circulation Area		21	21
Separate Restrooms for Male and Female Trainees/Students	2 X 5	10	10
<b>Total Workshop Area</b>			<b>82 sq. m.</b>

### 3.6 TRAINER QUALIFICATION

- Must be a holder of National TVET Trainer Certificate Level I (NTTC Level I) in Dental Hygiene Level IV\*
- Must be a Licensed Dentist or Dental Hygienist
- Must have completed at least 18 units in education
- Must have good communication skills
- Must be physically fit

Note: \*Trainer of NC IV qualifications which require the PRC license, it shall be used in lieu of the National Certificate (TESDA Circular No.037 s.2018 "Clarification on the Trainers requirements for Dental Hygiene NC IV and Dental Technology NC IV").

### **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.

## **SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

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 an 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 The National Qualification of Dental Hygiene Level IV covers the competency requirements for practicing as a Registered Dental Hygienist under the Philippine Dental Act of 2007 (RA 9484)
- 4.1.2 In accordance with Section 13 of Republic Act 9484 examination and licensing of Dental Hygienists shall be administered by the Professional Regulatory Board of Dentistry of the Professional Regulations Commission.
- 4.1.3 In accordance with Section 14 of Republic Act 9484 and its IRR, applicants for admission to the licensure examination at the time of filing his/her application must be:
  - 4.1.3.1 A citizen of the Philippines;
  - 4.1.3.2 Of good moral character;
  - 4.1.3.3 He/she had finished the two years certificate in dental hygiene conferred by a recognized and legally constituted college, or school of dentistry registered with TESDA: Transcript of Records and Certificate with indication of graduation date and S.O. if required shall be submitted with the application;
  - 4.1.3.4 Have completed the refresher course required after failing three consecutive licensure examinations. A refresher course shall be taken in PRBOD accredited dental school; and a certificate thereon shall be submitted with the application.

## COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR (DENTAL HYGIENE LEVEL IV)

### BASIC COMPETENCIES

Utilize specialized communication skills	Develop and lead teams	Perform higher-order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
Lead towards improvement of environment work programs, policies and procedures	Sustain entrepreneurial skills					

### COMMON COMPETENCIES

Maintain an effective relationship with customers and clients	Manage own performance	Maintain instruments and equipment in work area	Follow occupational health and safety policies in dental laboratory facilities	Maintain infection control in dental practice	Apply basic first aid	Operate a personal computer
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### CORE COMPETENCIES

Perform oral examination	Promote oral health and hygiene	Operate a dental radiographic equipment	Apply the principle of radiology biology and protection in dental practice	Perform scaling and polishing	Maintain dental records and resources	Provide effective patient/client service
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## DEFINITION OF TERMS

<b>ABUTMENT</b>	- Tooth or teeth that support a fixed or removable bridge
<b>ANTERIOR TEETH</b>	- the six upper or six lower front teeth (canines, laterals & central incisors)
<b>APEX</b>	- the tip of the root of a tooth
<b>ARCH</b>	- describes the alignment of the upper or lower teeth
<b>ARTICULATE</b>	- to unite by forming a joint or joints
<b>ARTICULATOR</b>	- a mechanical device representing the temporomandibular joints and jaw members to which casts of the mouth
<b>BASE</b>	- cement placed under a dental restoration to insulate the pulp (nerve chamber)
<b>BITE</b>	- relationship of the upper and lower teeth on closure (occlusion)
<b>BONDING</b>	- adhesive dental restoration technique; a tooth-colored composite resin to repair and/or change the color or shape of a tooth
<b>BRACES</b>	- devices used by orthodontists to gradually reposition teeth to a more favorable alignment
<b>BRIDGE</b>	- stationary dental prosthesis (appliance) fixed to teeth adjacent to a space; replaces one or more missing teeth, cemented or bonded to supporting teeth or implants adjacent to the space
<b>CANTILEVER BRIDGE</b>	- fixed bridge that attaches to adjacent teeth only on one end
<b>CAP</b>	- common term for dental crown
<b>CLASP</b>	- device that retains a removable partial denture to stationary teeth; can be metal or acrylic (matches teeth and gums)
<b>CROSS BITE</b>	- reverse biting relationship of upper and lower teeth; aka "under bite," as in Class III malocclusion (prognathic jaw)
<b>CROWN</b>	(1) the portion of a tooth above the gum line; (2) dental restoration covering all or most of the natural tooth
<b>CUSTOM IMPRESSION TRAY</b>	- an impression tray made from a preliminary impression used to make the final impression
<b>DENTAL WAXES</b>	- wax compounds used in dentistry are mixtures of individual waxes of materials or synthetic origin. As with all other dental materials, each component in the mixture is selected to give specific properties best suited for the procedure being performed
<b>DENTURE</b>	- removable (partial or complete) set of artificial teeth
<b>DIASTEMA</b>	- open space between teeth
<b>DISTAL</b>	- farthest from any point of reference
<b>DUPLICATE</b>	- identically copied from an original
<b>FABRICATE</b>	- to make; create; to construct by combining or assembling
<b>FACE-BOW FORK</b>	- a device used to attach the face-bow to an occlusion rim for a face-bow transfer

<b>FACING</b>	- tooth colored overlay on the visible portion of a crown; may be acrylic, composite or porcelain
<b>FILLING</b>	- restoration of lost tooth structure with metal, porcelain or resin materials
<b>FULL DENTURE</b>	- removable dental prosthesis (appliance) replacing all upper or lower teeth
<b>FULL MOUTH RECONSTRUCTION</b>	- extensive restorations of natural teeth with crowns and or fixed bridges to manage restorative and bite problems.
<b>GYPSUM</b>	- is the common name for calcium sulfate dehydrate. Gypsum products are more frequently used on laboratory procedures than any other single group of compounds. Controlled variations in the manufacturing of gypsum products yield a group of dental materials including plaster, artificial stone (hydrosol), disc stone, casting investment and soldering investment
<b>IMPRESSION</b>	- mold made of the teeth and soft tissues
<b>INLAY</b>	- indirect – filling made by a dental laboratory that is cemented or bonded into place,  direct – placement of dental composite resin, or porcelain restoration at chairside
<b>INTEROCCLUSAL</b>	- space between upper and lower teeth
<b>JACKET</b>	- crown for a front tooth, usually made of porcelain
<b>LAMINATE</b>	- thin plastic or porcelain veneer produced in a dental laboratory and then bonded to a tooth
<b>MALOCCLUSION</b>	- “bad bite” or misalignment of the upper and lower teeth
<b>MARGIN</b>	- interface between a restoration and tooth structure
<b>MARYLAND BRIDGE</b>	- a bridge that is bonded to the back of the adjacent teeth; requires minimum tooth reduction
<b>MODEL</b>	- a material used extensively for making impressions. It contains shellac, talc, glycerin, wax, tallow and palm oil
<b>OVERBITE</b>	- vertical overlap of the front teeth; deep bite
<b>PARTIAL DENTURE</b>	- removable dental prosthesis (appliance) replacing one or more natural teeth
<b>PONTIC</b>	- replacement tooth mounted on a fixed or removal appliance
<b>PORCELAIN CROWN</b>	- all porcelain restoration covering the coronal portion of tooth (above the gum line)
<b>PORCELAIN FUSED TO METAL (PFM) CROWN</b>	- restoration with metal coping (for strength) covered by porcelain (for appearance)
<b>PORCELAIN INLAY OR ONLAY</b>	- tooth-colored restoration made of porcelain, cemented or bonded in place

**PORCELAIN  
VENEERS**

- a thin layer of porcelain, fabricated by a laboratory) bonded to a natural tooth to replace lost tooth structure, close spaces, straighten teeth or change color and/or shape

**PROSTHESIS**

an artificial appliance for the replacement for a body part, tooth or teeth

**SOLDERING  
INVESTMENT**

- a soldering investment is similar in composition to a casting investment that has a

**SPLINT**

- connection of two or more teeth so they function as a stronger single structure



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### **TECHNICAL EXPERTS REVIEW PANEL**

**DR. JOMER V. PASOL**

Faculty  
National University  
Jhocson St., Sampaloc  
Manila

**DR. RANNIER F. REYES**

Board Member, Board of Dentistry  
Professional Regulation Commission  
P. Paredes St. cor. Morayta St.  
Sampaloc, Manila

**DR. MACARIO A. FADRIGALAN IV**

Director of Dental Technology  
Emilio Aguinaldo College  
918 Gonzales St., Ermita  
Manila

**DR. MANOLO AGUILA**

Dean College of Dentistry  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**DR. HOMER J. ROMERO**

Faculty  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**DR. JOLOISE LOPEZ**

Faculty  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**DR. ENCARNACION SALES**

Faculty  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

## **The PARTICIPANTS in the Validation of this Training Regulations**

### **MR. GLENN ALVIN S. MENDOZA**

President  
Philippine Dental Hygienists' Association (PDHA)  
616 South Tower  
CHBC, SLMC, Quezon City

### **MS. YSABELLE PAOLA L. MACATANGAY**

Training Specialist  
St. Patrick's Medical Systems, Inc.  
112 Mindanao Avenue  
Quezon City

### **MS. ALMA P. RAFOLS**

Dental Hygienist  
Strata De Leon Dental Clinic  
2<sup>nd</sup> Flr. LG Plaza, Ortigas Ave.  
Pasig City

### **MR. MARK LOUIE L. TIGUE**

Dental Hygienist  
Landagan-Tigue Dental Clinic  
#237 Zone 3 San Miguel  
Bato, Camarines Sur

### **MS. ALMIRA Y. ALFAD**

Dental Hygienist  
Dr. Cely Juco Yambao Alfad Dental Clinic  
217 San Antonio, Guagua  
Pampanga

### **MS. SHIELA MARIE M. BARIUDAD**

Dental Hygienist  
Strata De Leon Dental Clinic  
2<sup>nd</sup> Flr. LG Plaza, Ortigas Ave.  
Pasig City

### **MS. MARILOU M. VER**

Dental Hygienist  
Philippine Charity Sweepstakes Office  
Lung Center, Quezon City

## **Members of the TESDA Board**

### **TESDA EXCOM**

## **The Management and Staff of the TESDA Secretariat**

*These materials are available in both printed and electronic copies.  
For more information please contact:  
**Technical Education and Skills Development Authority (TESDA)**  
Telephone Nos.: 818-7728  
or visit our website: [www.tesda.gov.ph](http://www.tesda.gov.ph)*