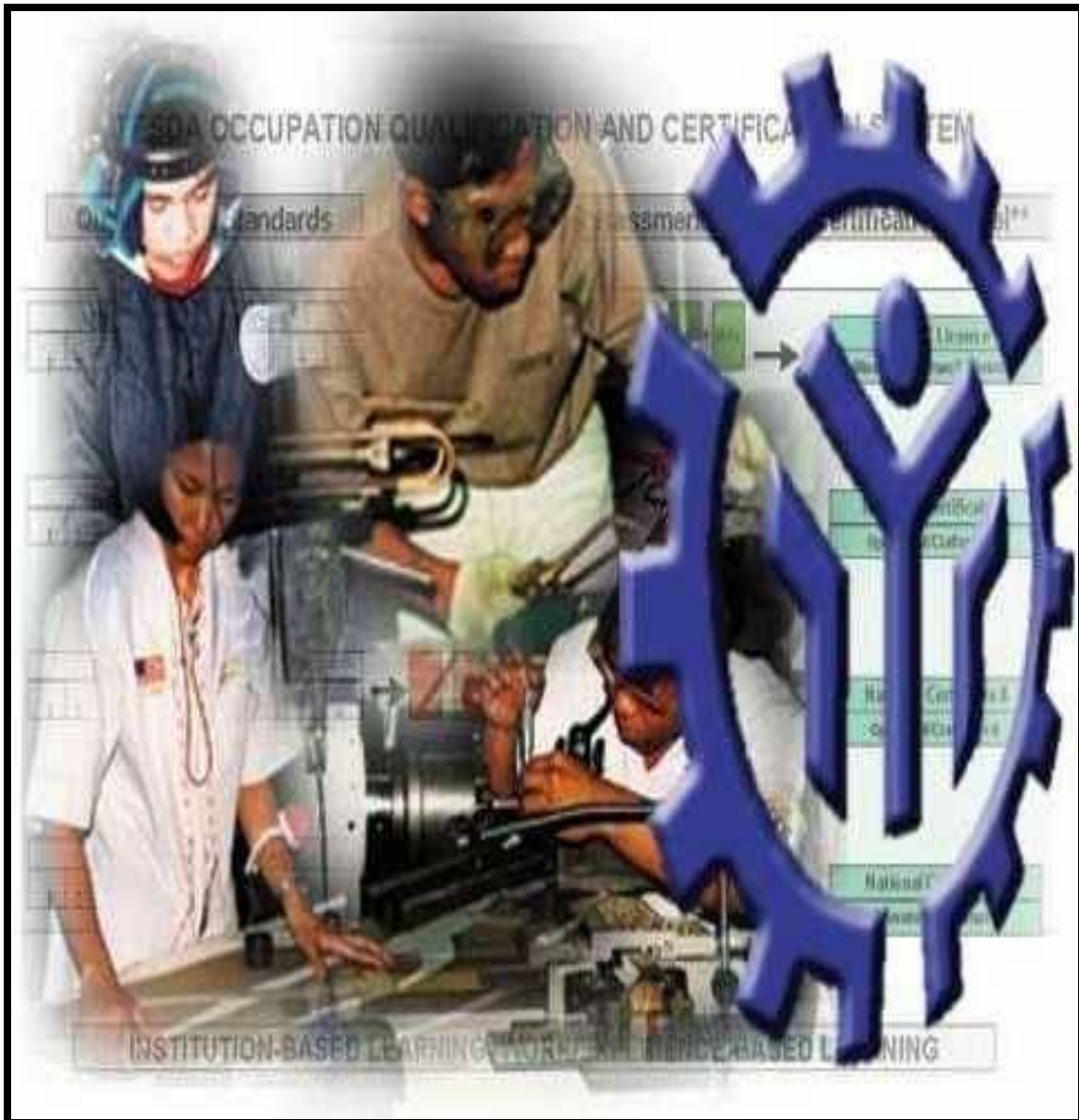


TRAINING REGULATIONS

CAREGIVING NC II



HEALTH, SOCIAL, AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

Technical Education and Skills Development Authority

East Service Road, South Superhighway, Taguig, Metro Manila

*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. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

- | | |
|-----------|---|
| Section 1 | Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification. |
| Section 2 | Competency Standards - gives the specifications of competencies required for effective work performance. |
| Section 3 | Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design, training delivery; trainee entry requirements; tools and requirements; tools and equipment; training facilities and trainer's qualification. |
| Section 4 | National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure |

TABLE OF CONTENTS
HEALTH, SOCIAL, AND OTHER COMMUNITY
DEVELOPMENT SERVICES SECTOR
CAREGIVING NC II

	Page No.	
SECTION 1	CAREGIVING NC II QUALIFICATION	1
SECTION 2	COMPETENCY STANDARD	
	• Basic Competencies	2-13
	• Common Competencies	14-20
	• Core Competencies	21-73
SECTION 3	TRAINING STANDARDS	
	3.1 Curriculum Design	
	• Basic Competencies	74
	• Common Competencies	75
	• Core Competencies	76-78
	3.2 Training Delivery	79
	3.3 Trainee Entry Requirements	80
	3.4 List of Tools, Equipment and Materials	80-82
	3.5 Training Facilities	82
	3.6 Trainers' Qualifications	83
	3.7 Institutional Assessment	83
SECTION 4	NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS	84
ACKNOWLEDGEMENT		

TRAINING REGULATIONS FOR CAREGIVING NC II

SECTION 1 CAREGIVING NC II QUALIFICATION

The **CAREGIVING NC II** Qualification consists of competencies that a person must achieve to provide care and support to infants/toddlers, provide care and support to children, foster social, intellectual, creative and emotional development of children, foster the physical development of children, provide care and support to elderly, provide care and support to people with special needs, maintain healthy and safe environment, respond to emergency, clean living room, dining room, bedrooms, toilet and bathroom, wash and iron clothes, linen, fabric, prepare hot and cold meals.

The Units of Competency comprising this Qualification include the following:

UNIT CODE BASIC COMPETENCIES

500311105	Participate in workplace communication
500311106	Work in a team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

UNIT CODE COMMON COMPETENCIES

HCS323201	Implement and monitor infection control policies and procedures
HCS323202	Respond effectively to difficult/challenging behavior
HCS323203	Apply basic first aid
HCS323204	Maintain high standard of patient services

UNIT CODE CORE COMPETENCIES

HCS323301	Provide care and support to infants/toddlers
HCS323302	Provide care and support to children
HCS323303	Foster social, intellectual, creative and emotional development of children
HCS323304	Foster the physical development of children
HCS323305	Provide care and support to elderly
HCS323306	Provide care and support to people with special needs
HCS323307	Maintain healthy and safe environment
HCS323308	Respond to emergency
HCS323309	Clean living room, dining room, bedrooms, toilet and bathroom
HCS323310	Wash and iron clothes, linen and fabric
HCS323311	Prepare hot and cold meals

A person who has achieved this Qualification is competent to be a:

- Caregiver of an infant / toddler**
- Caregiver of a child**
- Caregiver of an elderly**
- Caregiver of people with special needs**

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **CAREGIVING NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : **PARTICIPATE IN WORKPLACE COMMUNICATION**

UNIT CODE : **500311105**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are tasked and responded to 2.6 Meetings outcomes are interpreted and implemented
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data are recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1 Face-to-face interactions 5.2 Telephone conversations 5.3 Electronic and two-way radio communication 5.4 Written communication including electronic mail, memos, instruction and forms 5.5 Non-verbal communication including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using communication equipment 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting the formal or informal communication
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Effective communication 2.2 Different modes of communication 2.3 Written communication 2.4 Organizational policies 2.5 Communication procedures and systems 2.6 Technology relevant to the enterprise and the individual's work responsibilities
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Follow simple spoken language 3.2 Perform routine workplace duties following simple written notices 3.3 Participate in workplace meetings and discussions 3.4 Complete work related documents 3.5 Estimate, calculate and record routine workplace measures 3.6 Basic mathematical processes of addition, subtraction, division and multiplication 3.7 Ability to relate to people of social range in the workplace 3.8 Gather and provide information in response to workplace Requirements
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Fax machine 4.2 Telephone 4.3 Writing materials 4.4 Internet
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation 5.2 Oral interview and written test
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : **WORK IN TEAM ENVIRONMENT**

UNIT CODE : **500311106**

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Describe team role and scope	1.1 The <i>role and objective of the team</i> is identified from available <i>sources of information</i> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified 2.2 Roles and responsibility of other team members are identified and recognized 2.3 Reporting relationships within team and external to team are identified
3. Work as a team member	3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and <i>workplace context</i> 3.3 Observed protocols in reporting using standard operating procedures 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgment may be demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
3. Workplace context	3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Operated in a team to complete workplace activity 1.2 Worked effectively with others 1.3 Conveyed information in written or oral form 1.4 Selected and used appropriate workplace language 1.5 Followed designated work plan for the job 1.6 Reported outcomes
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Communication process 2.2 Team structure 2.3 Team roles 2.4 Group planning and decision making
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Communicate appropriately, consistent with the culture of the workplace
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4.2 Materials relevant to the proposed activity or tasks
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observation of the individual member in relation to the work activities of the group 5.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in workplace or in a simulated workplace setting 6.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : **PRACTICE CAREER PROFESSIONALISM**

UNIT CODE : **500311107**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed of based on job requirements 3.2 Recognitions are sought/received and demonstrated as proof of career advancement 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Attained job targets within key result areas (KRAs) 1.2 Maintained intra and interpersonal relationship in the course of managing oneself based on performance evaluation 1.3 Completed trainings and career opportunities which are based on the requirements of the industries 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> 2.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.) 2.2 Company policies 2.3 Company-operations, procedures and standards 2.4 Fundamental rights at work including gender sensitivity 2.5 Personal hygiene practices
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Appropriate practice of personal hygiene 3.2 Intra and Interpersonal skills 3.3 Communication skills
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 Case studies/scenarios
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Simulation/Role-plays 5.4 Observation 5.5 Third Party Reports 5.6 Exams and Tests
6. Context of assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES**

UNIT CODE : **500311108**

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify hazards and risks	1.1 Safety regulations and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures 1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures 1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedure
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation
3. Control hazards and risks	3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies 3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices 3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol
4. Maintain OHS awareness	4.1 Emergency-related drills and trainings are participated in as per established organization guidelines and procedures 4.2 OHS personal records are completed and updated in accordance with workplace requirements

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: <ol style="list-style-type: none"> 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: <ol style="list-style-type: none"> 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors 2.4 Ergonomics <ul style="list-style-type: none"> • Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles • Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: <ol style="list-style-type: none"> 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: <ol style="list-style-type: none"> 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	<ol style="list-style-type: none"> 5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	<ol style="list-style-type: none"> 6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained clearly established workplace safety and hazard control practices and procedures 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies 1.4 Identified terms of maximum tolerable limits based on threshold limit value (TLV). 1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace 1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices 1.7 Completed and updated OHS personal records in accordance with workplace requirements
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 OHS procedures and practices and regulations 2.2 PPE types and uses 2.3 Personal hygiene practices 2.4 Hazards/risks identification and control 2.5 Threshold Limit Value (TLV) 2.6 OHS indicators 2.7 Organization safety and health protocol 2.8 Safety consciousness 2.9 Health consciousness
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Practice of personal hygiene 3.2 Hazards/risks identification and control skills 3.3 Interpersonal skills 3.4 Communication skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 OHS personal records 4.3 PPE 4.4 Health records
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Case Study/Situation
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting

COMMON COMPETENCIES

UNIT OF COMPETENCY : **IMPLEMENT AND MONITOR INFECTION CONTROL POLICIES AND PROCEDURES**

UNIT CODE : **HCS323201**

UNIT DESCRIPTOR : This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organization. This unit does not apply to a role with organization-wide responsibilities for infection control policy and procedure development, implementation or monitoring.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Provide information to the work group about the organization's infection control policies and procedures	<p>1.1 Relevant information about the organization's infection control policy and procedures, and applicable <i>industry codes of practice</i> are accurately and clearly explained to the work group.</p> <p>1.2 Information about identified <i>hazards and the outcomes of infection risk assessments</i> is regularly provided to the work group.</p> <p>1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices.</p>
2. Integrate the organization's infection control policy and procedure into work practices	<p>2.1 <i>Infection control policy</i> and procedures are implemented by supervisor and members of the work group.</p> <p>2.2 Liaison is maintained with person responsible for organization-wide infection control.</p> <p>2.3 The Supervisor's coaching support ensures that individuals/teams are able to implement infection control practices.</p> <p>2.4 Work procedures are adopted to reflect appropriate infection control practice.</p> <p>2.5 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution.</p> <p>2.6 Workplace procedures for dealing with infection control risks and hazardous events are implemented whenever necessary.</p> <p>2.7 Employees are encouraged to report infection risks and to improve infection control procedures.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
3. Monitor infection control performance and implement improvements in practices	<p>3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures.</p> <p>3.2 Work procedures to control infection risks are monitored to ensure compliance.</p> <p>3.3 Work procedures are regularly reviewed and adjusted to ensure improvements in infection control practice.</p> <p>3.4 Supervisor provides feedback to team and individuals on compliance issues, changes in work procedures and infection control outcomes.</p> <p>3.5 Training in work procedures is provided as required to ensure maintenance of <i>infection control standards</i>.</p> <p>3.6 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <i>designated personnel</i>.</p> <p>3.7 Records of infection control risks and incidents are accurately maintained as required.</p> <p>3.8 <i>Aggregate infection control</i> information reports are used to identify hazards, to monitor an improve risk control methods and to indicate training needs.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
<p>1. Infection Control Policies and Procedures</p>	<p>This may include but not limited to:</p> <ul style="list-style-type: none"> 1.1 Cleaning procedures and schedules 1.2 Cleaning agents 1.3 Cleaning equipment 1.4 Handling, storage and disposal of all types of waste 1.5 Food handling and food safety 1.6 Hygiene procedures 1.7 Infection control risk management 1.8 Infection control incident and hazard reporting 1.9 Sterilizing 1.10 Linen production and handling 1.11 Maintenance procedures 1.12 Storage requirements 1.13 Personal protective clothing 1.14 Work flows 1.15 Management of blood and body fluid spills 1.16 Single use of disposables 1.17 Aseptic techniques 1.18 Skin preparation procedures 1.19 Immunization 1.20 Needle stick injuries 1.21 Personal contact with infectious patients 1.22 Standard and additional precautions 1.23 Confidentiality 1.24 Employee training 1.25 Contractors
<p>2. Industry Codes of Practice</p>	<ul style="list-style-type: none"> 2.1 National Health and Medical Research Council Guidelines for Infection Control 2.2 Local and National Government Guidelines and Standards 2.3 Manufacturer's recommendations and operating manuals
<p>3. Identified hazards and the outcomes of infection risk assessments</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> 3.1 Sharps 3.2 Glass 3.3 Waste 3.4 Human waste and human tissues 3.5 Personal contact with infectious patients 3.6 Animals, insects and vermin 3.7 Stock, including food, which has passed "used-by" dates 3.8 Incorrect concentration of disinfectants and chemicals 3.9 Cleaning Procedures 3.10 Linen handling procedures 3.11 Work flows 3.12 Use of personal protective clothing 3.13 Food safety 3.14 Personal hygiene

VARIABLE	RANGE
4. Infection Control Monitoring Procedures	4.1 Observations 4.2 Interviews 4.3 Surveys and inspections 4.4 Quality assurance activities 4.5 Review of outcomes 4.6 Data analysis
5. Designated personnel	5.1 Manager 5.2 Infection Control Coordinator 5.3 Quality Improvement Coordinator 5.4 Infection Control Committee 5.5 Occupational Health and Safety Committee
6. Aggregate infection control information	6.1 Records of needle stick injuries 6.2 Hospital-acquired infection rates 6.3 DOH healthcare standards clinical indicators 6.4 HACCP records 6.5 Hazard reports

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Communicated with team and individuals on organizational policy and procedures for infection control.</p> <p>1.2 Applied infection control policies and procedures which impact on work processes of the specific work unit.</p> <p>1.3 Applied procedures for adopting appropriate infection practices within work unit.</p> <p>1.4 Provided appropriate supervision of work group</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Working knowledge, consistent with the elements of competence of the organization's applicable infection control policy and procedures and relevant industry codes of practice.</p> <p>2.2 The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control and lastly personal equipment.</p> <p>2.3 Knowledge of infection risks and control measures in specific work processes.</p> <p>2.4 The significance of patient confidentiality in relation to infection control.</p> <p>2.5 The significance of other management systems and procedures for infection control.</p> <p>2.6 Literacy levels and communication skills of work group members and consequent suitable communication techniques.</p> <p>2.7 Organizational procedures for monitoring and training.</p> <p>2.8 Basic understanding of communicable disease transmission.</p>
<p>3. Underpinning skills</p>	<p>3.1 Effective communication and interpersonal skills including:</p> <ul style="list-style-type: none"> - language competence - literacy and reading competence <p>3.2 Negotiation</p> <p>3.3 Work planning and management</p> <p>3.4 Management of change of work processes</p> <p>3.5 Monitoring compliance with policy and procedures</p> <p>3.6 Maintain and interpret infection control records</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Workplace infection control and health and safety policies and procedures</p> <p>4.2 Waste management procedures</p> <p>4.3 Food safety procedures</p> <p>4.4 Other organizational policies and procedures</p> <p>4.5 Duties statements and/or job descriptions</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Interview</p> <p>5.3 Portfolio</p> <p>5.4 Demonstration with questioning</p>
<p>6. Context of assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting.</p>

UNIT OF COMPETENCY : **RESPOND EFFECTIVELY TO DIFFICULT/CHALLENGING BEHAVIOR**

UNIT CODE : **HCS323202**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to effectively respond to difficult or challenging behavior of patient.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan responses	1.1 Responses are planned to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources. 1.2 Specific manifestations of difficult or challenging behavior are identified and strategies appropriate to these behaviors are planned as required. 1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures.
2. Apply response	2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with institutional policy and procedures . 2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior. 2.3 Appropriate strategies are selected to suit particular instances of difficult or challenging behavior.
3. Report and review incidents	3.1 Incidents are reported according to institutional policies and procedures. 3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made. 3.3 Debriefing mechanisms and other activities are used and participated in. 3.4 Advice and assistance is sought from legitimate sources when appropriate.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	1.1 Own ability and experience 1.2 Established institutional procedures 1.3 Knowledge of individual persons and underlying causes
2. Difficult or challenging behaviors	2.1 Aggression/Assaultive behavior 2.2 Confusion or other cognitive impairment 2.3 Noisiness 2.4 Manipulative 2.5 Wandering 2.6 Self-destructive 2.7 Intoxication 2.8 Withdrawn/depressed 2.9 Negativistic 2.10 Intrusive behavior 2.11 Verbal offensiveness
3. Strategies for dealing with challenging behaviors	3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Selection of strategies for dealing with challenging behaviors	4.1 The nature of the incident 4.2 Potential effect on different parties, patient, staff and others 4.3 Established procedures and guidelines
5. Institutional policies and procedures	5.1 Incident reporting and documentation 5.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 5.3 Debriefing of staff involved in the incident

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required. 1.2 Maintained personal safety and the safety of others. 1.3 Reported incidents, reviewed and responded quickly and effectively to contingencies. 1.4 Debriefing mechanisms are used.
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> 2.1 OSH and issues relating to difficult and challenging behavior 2.2 Patient issues which need to be referred to an appropriate health professional 2.3 Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Effectively using techniques for monitoring own service area including client satisfaction 3.2 Speaking in affirm, diplomatic and culturally appropriate manner 3.3 Remaining calm and positive in adversity 3.4 Thinking and responding quickly and strategically 3.5 Remaining alert to potential incidents of difficult or challenging behavior 3.6 Monitoring and/or maintaining security equipment 3.7 Ability to work with others and display empathy with patient and relatives
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4.2 Relevant institutional policy, guidelines, procedures and protocols 4.3 Emergency response procedures and employee support arrangements
5. Method of assessment	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observation with questioning 5.2 Demonstration with questioning
6. Context of assessment	<ul style="list-style-type: none"> 6.1 Assessment may be done in the workplace or in a simulated workplace setting.

UNIT OF COMPETENCY : **APPLY BASIC FIRST AID**

UNIT CODE : **HCS323203**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under supervision and/or according to established workplace First Aid procedures and policies.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Assess the situation	1.1 Physical hazards to self and casualty's health and safety are identified. 1.2 Immediate risks to self and casualty's occupational health safety (OSH) are minimized by controlling the hazard in accordance with OSH requirements. 1.3 Casualty's vital signs and physical condition are assessed in accordance with workplace procedures.
2. Apply basic first aid techniques	2.1 First Aid management 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 Casualty's condition is monitored and responded to in accordance with effective First Aid principles 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.
3. Communicate details of the incident	3.1 Appropriate medical assistance is requested using relevant communication media and equipment. 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.

RANGE OF VARIABLES

VARIABLE	RANGE
1. First Aid Management	This may include but not limited to: 1.1 Workplace policies and procedures 1.2 Industry/site specific regulations, codes 1.3 OSH 1.4 State and territory workplace health and safety requirements 1.5 Allergies the casualty may have
2. Physical Hazards	This may include but not limited to: 2.1 Workplace hazards 2.2 Environmental hazards 2.3 Proximity of other people 2.4 Hazards associated with casualty management processes
3. Risks	May include but not limited to: 3.1 Worksite equipment, machinery and substances 3.2 Environmental risks 3.3 Bodily fluids 3.4 Risk of further injury to the casualty 3.5 Risk associated with the proximity of the others and bystanders
4. Casualty's Condition	May include but not limited to: 4.1 Abdominal injuries 4.2 Allergic reactions 4.3 Bleeding 4.4 Burns-thermal, chemical, friction, electrical 4.5 Cardiac conditions 4.6 Chemical contamination 4.7 Cod injuries 4.8 Crush injuries 4.9 Dislocations 4.10 Drowning 4.11 Eye injuries 4.12 Fractures 4.13 Head injuries 4.14 Epilepsy 4.15 Minor skin injuries 4.16 Neck and spinal injuries 4.17 Needle stick injuries 4.18 Poisoning and toxic substances 4.19 Shock 4.20 Smoke inhalation
5. Equipment and Resources	5.1 Defibrillation units 5.2 Pressure bandages 5.3 Thermometers 5.4 First Aid Kit 5.5 Eyewash 5.6 Thermal Blankets 5.7 Pocket Face Masks 5.8 Rubber Gloves 5.9 Dressing

VARIABLE	RANGE
	5.10 Space Device 5.11 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"> 1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health organizations. 1.2 Identified physical hazards of the casualty and minimized immediate risks. 1.3 Assessed and monitored the physical condition of the casualty. 1.4 Responded to emergency using basic life support measures. 1.5 Provided initial response where First aid is required. 1.6 Dealt with complex casualties or incident. 1.7 Prepared reports to concerned personnel in a timely manner.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Basic anatomy and physiology 2.2 Company standard operating procedures (SOPs) 2.3 Dealing with confidentiality 2.4 Knowledge of the First Aider's skills limitations 2.5 OSH legislation and regulations 2.6 How to gain access to and interpret material safety data sheets
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Resuscitation 3.2 Safe manual handling of casualty 3.3 Consideration of the welfare of the casualty 3.4 Report preparation 3.5 Communication skills 3.6 Ability to interpret and use listed documents
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant work station 4.2 Relevant institutional policy, guidelines, procedures and protocols 4.3 Equipment and materials relevant to the proposed activities
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview 5.3 Third Party Report 5.4 Portfolio
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Assessment may be done in the workplace or in a simulated workplace setting.

UNIT OF COMPETENCY : **MAINTAIN HIGH STANDARDS OF PATIENT SERVICES**

UNIT CODE : **HCS323204**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in the maintenance of high standards of patient services.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Communicate appropriately with patients	1.1 Effective communication strategies and techniques are identified and used to achieve best patient service outcomes. 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to patients. 1.3 Complaints are dealt with in accordance with established procedures. 1.4 Interpreter services are accessed as required. 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel. 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role.
2. Establish and maintain good interpersonal relationship with patients	2.1 Rapport is established to ensure the service is appropriate to and in the best interests of patients. 2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service. 2.3 Patient concerns and needs are correctly identified and responded to responsibly and accordingly established procedures and guidelines. 2.4 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best patient service outcomes.
3. Act in a respectful manner at all times	3.1 Respect for differences is positively, actively and consistently demonstrated in all work. 3.2 Confidentiality and privacy of patients is maintained. 3.3 Courtesy is demonstrated in all interactions with patients, visitors, carers and family. 3.4 Assistance with the care of patients with challenging behaviors is provided in accordance with established procedures. 3.5 Techniques are used to manage and minimize aggression.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
4. Evaluate own work to maintain a high standard of patient service	4.1 Advice and assistance is received or sought from appropriate sources on own performance . 4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of patient support.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Patients	This may include but not limited to: 1.1 Patients 1.2 Prospective patients to the service/s 1.3 Patient may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies
2. Others with whom interaction is required in regard to patient services	2.1 Other staff and team members 2.2 Service units or departments 2.3 Family members, carers and friends of patients 2.4 Professional representatives or agents of patients such as: <ul style="list-style-type: none"> - Medical specialists - Nurses - Social workers - Dietitians - Therapists - Allied health professionals - Volunteers - Teachers and/or spiritual - Community 2.5 General Public
3. Communication	3.1 English/Tagalog/Vernacular 3.2 Sign language 3.3 Through an interpreter 3.4 Community language as required by the service/organization
4. Modes of communication	4.1 Continuing interaction with patients and clients 4.2 Verbal conversations either in person or via telephone 4.3 Written notes by post or electronic media 4.4 Worker, family member friend or professional interpreter who has relevant languages
5. Respect for difference	5.1 Physical 5.2 Cognitive/mental or intellectual issues that may impact on communication

VARIABLE	RANGE
	5.3 Cultural and ethnic 5.4 Religious/spiritual 5.5 Social 5.6 Age 5.7 Language literacy and numeracy abilities 5.8 Sexuality and sexual preference
6. Confidentiality and privacy of patients	6.1 Fees 6.2 Health fund entitlements 6.3 Welfare entitlements 6.4 Payment methods and records 6.5 Public environments 6.6 Legal and ethical requirements 6.7 Writing details (<i>i.e.</i> medical and consent forms) 6.8 Conversations on the telephone 6.9 Secure location for written records 6.10 Offering a private location for discussions 6.11 Information disclosed to an appropriate person consistent with one's level of responsibility
7. Performance monitoring	7.1 Self-monitoring 7.2 Supervisor assessment 7.3 Patient feedback

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Communicated appropriately with patients 1.2 Handled complaints and resolved conflict, or referred matters to supervisors when required. 1.3 Complied with relevant policies, protocols, guidelines and procedures of the organization. 1.4 Established and maintained good interpersonal relationship with patients 1.5 Demonstrated courtesy in all interactions with patients, their visitors and family.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Roles and responsibilities of self and other workers within the organization 2.2 When client/patient issues need to be referred to an appropriate health professional 2.3 Organizational policies and procedures for privacy and confidentiality of information provided by patients and others 2.4 Knowledge of cultures relevant to the particular service 2.5 Institutional policy on patient rights and responsibilities
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Establishing and maintaining relationships taking into account individual differences 3.2 Using effective listening techniques 3.3 Using appropriate verbal and non verbal communication styles 3.4 Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patients/clients 3.5 Oral and written communication 3.6 Problem solving skills required include the ability to use available resources and prioritize workload 3.7 Ability to deal with conflict 3.8 Ability to work with others and display empathy with patient and relatives
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 4.2 Relevant government and organizational policy, guidelines, procedures and protocols. 4.3 Any relevant legislation in relation to service delivery.
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview 5.3 Third Party Report
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Assessment may be done in a simulated workplace setting.

CORE COMPETENCIES

UNIT OF COMPETENCY : **PROVIDE CARE AND SUPPORT TO INFANTS AND TODDLERS**

UNIT CODE : **HCS323301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to provide care and support to infants and toddlers ages from birth to three years.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Comfort infants and toddlers	<p>1.1 Tools and equipment are prepared according to the need of the infant/toddler.</p> <p>1.2 Distressed infants and toddlers are responded to based on appropriate methods, activity and non-verbal cues.</p> <p>1.3 Infants and toddlers are picked up and cuddled according to procedure.</p>
2. Bathe and dress infants and toddlers	<p>2.1 Infants and toddlers' vital signs are checked based on procedure.</p> <p>2.2. Water quantity and temperature are checked as per requirement.</p> <p>2.3 Infants and toddlers are bathed according to procedure.</p> <p>2.4 Comforters are made available to infant and toddler when needed.</p>
3. Feed infants and toddlers	<p>3.1 Infants and toddlers' feeding bottles are cleaned and sterilized as needed.</p> <p>3.2 Milk formula is prepared as prescribed.</p>
4. Put infants and toddlers to sleep	<p>4.1 Infants and toddlers' crib is prepared based on procedure.</p> <p>4.2 Infants and toddlers are put to sleep based on procedure.</p>
5. Enhance social, physical, intellectual, creative and emotional activities of infants and toddlers	<p>5.1 Infants and toddlers are exposed to family members, relatives and playmates for communication and interaction purposes.</p> <p>5.2 Infants/toddlers are provided with manipulative or creative toys and games as needed.</p> <p>5.3 Infants/toddlers are given exercise activities as required.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and Equipment	1.1 Infants crib/bed 1.2 Blanket/comforters 1.3 Infant carrier 1.4 Stroller 1.5 Bassinet 1.6 Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) 1.7 Baby's Layettees 1.8 Feeding bottles with cap, ring and nipple 1.9 Thermometer 1.10 Thermometer Tray 1.11 Sterilizer 1.12 Infant's/Toddler's Formula 1.13 Bibs 1.14 Nursery Rhymes 1.15 Toys for the Crib (Mobile) 1.16 Infants/Toddlers Toys 1.17 Story Books
2. Appropriate method or Activities	2.1 Imitating babies' vocalizations 2.2 Talking 2.3 Singing 2.4 Laughing 2.5 Rhymes 2.6 Finger Games 2.7 Holding 2.8 Dancing 2.9 Gentle Bouncing 2.10 Substituting Activities 2.11 Playing 2.12 Distraction to an activity 2.13 Cuddles, comfort 2.14 Listening, talking with the infant or toddler quietly 2.15 Use of transition object
3. Infants/toddlers may show distress by:	3.1 Crying 3.2 Appearing withdrawn 3.3 Squirming 3.4 Lack of eye contact 3.5 Sleeping difficulties 3.6 Whining

VARIABLE	RANGE
	3.7 Not playing or not playing creatively 3.8 Repetitive display of trauma 3.9 Aggression 3.10 Regression 3.11 Speech difficulties (e.g. Stuttering) 3.12 Toilet training difficulties 3.13 Nervous tics (e.g. Cough) 3.14 Hunger 3.15 Tiredness 3.16 Discomfort 3.17 Fear 3.18 Anxiety 3.19 Boredom 3.20 Clinging behavior
4. Non Verbal Cues	4.1 Cues to indicate distress 4.2 Response to an interesting activity 4.3 Smiling 4.4 Cues that express a desire to engage in an activity of interaction
5. Comforters	5.1 Special toys 5.2 Blankets 5.3 Dummies

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Responded to distressed infants and toddlers in a relaxed and calm manner. 1.2 Took vital signs, bathed and dressed/undressed infant/toddler. 1.3 Prepared milk formula and fed infant as prescribed. 1.4 Cleaned and sterilized feeding bottles. 1.5 Put infants/toddlers to sleep. 1.6 Enhanced social, physical, intellectual, creative and emotional activities of the infant/toddler. 1.7 Demonstrated the ability to assess infants/toddlers' needs appropriately.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 The Dependent Nature of Infants/Toddlers 2.2 Bathing Paraphernalia and ; Types, Uses, Specification 2.3 Procedures in Taking Vital Signs 2.4 Basic Infant Care 2.5 Procedures in Bathing and Dressing/Undressing of infants 2.6 Infant Diet 2.7 Procedures in Feeding 2.8 Types and Uses of Clothes and Underwear 2.9 Specifications and Uses of Non-Slip Rubber Mat 2.10 Hand Washing Procedures 2.11 Specifications of Different Types of Thermometer 2.12 Table Etiquette 2.13 Signs of Infants/Toddlers Distress
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Communication Skills (listening, speaking, verbal and non-verbal) 3.2 Empathy 3.3 Interpersonal Skills 3.4 Creative Skills 3.5 Ability to establish bonding with infant/toddler 3.6 Basic Measurement
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 A childcare workplace 4.2 Facilities, equipment and materials relevant to the unit of competency
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

UNIT OF COMPETENCY : **PROVIDE CARE AND SUPPORT TO CHILDREN**

UNIT CODE : **HCS323302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to provide care and support to children between three (3) years old and twelve (12) years old.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Instill personal hygiene practices to children	1.1 Hygiene practices are explained clearly to children based on established procedures. 1.2 Personal hygiene procedure is demonstrated to children based on health and safety procedures. 1.3 Children paraphernalia are maintained based on healthy procedures.
2. Bathe and dress children	2.1 Children's vital signs are checked before bathing based on procedures. 2.2 Bathing paraphernalia are prepared as per procedure. 2.3 Bath water quantity and temperature are checked based on health requirements of the child. 2.4 Children are assisted in dressing up according to prevailing weather condition 2.5 Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible 2.6 Children with difficult behavior in bathing are dealt with appropriately as per procedure.
3. Feed children	3.1 Nutritional requirements of children are determined according to their developmental stage. 3.2 Menu is prepared in accordance with children's nutritional and cultural requirements . 3.3 Appetizing food and drink are prepared and served sufficiently and appropriately according to the child's health needs and preferences . 3.4 Children are fed following healthy procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Children's paraphernalia	1.1 Bathing paraphernalia and toiletries 1.2 Diaper 1.3 Clothes 1.4 Grooming Kit (baby hairbrush, comb, nail scissors) 1.5 Oral Hygiene (toothbrush, toothpaste) 1.6 Feeding Utensils 1.7 Bibs 1.8 High Chair/Booster Seat/Portable Seat 1.9 Thermometer 1.10 Thermometer Tray
2. Nutritional requirements	2.1 Nutritious food 2.2 Balance Diet 2.3 Relevant nutritional needs according to age level
3. Menu	3.1 Breakfast 3.2 Lunch 3.3 Dinner 3.4 Snacks
4. Cultural requirements	4.1 Meal patterns over a day 4.2 Drinks provided 4.3 Foods used 4.4 Hot or cold meals 4.5 Spices and flavorings used 4.6 Inclusion of sweets
5. Appetizing food	5.1 Color 5.2 Shape 5.3 Texture 5.4 Variety
6. Health needs of children	6.1 Medical advice and diet 6.2 Allergies to certain foods
7. Food and drink preferences	7.1 Culture 7.2 Dietary Requirements 7.3 Religion 7.4 Age 7.5 Family Patterns 7.6 Individual Tastes 7.7 Stage of the Day

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment may requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to prepare nutritious foods suitable for children. 1.2 Instilled personal hygiene practices to children. 1.3 Took vital signs before bathing the child. 1.4 Demonstrated feeding procedures.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Bathing and Dressing/Undressing Procedures 2.2 Procedures of Feeding Children 2.3 Procedures in Taking Vital Signs 2.4 Proper Health Care of Children 2.5 Hand Washing Procedures 2.6 Table Etiquette 2.7 Good Grooming 2.8 Nutritional Needs of Children 2.9 Fat Contents of Foods 2.10 Dietary Requirements for Infants 2.11 Cultural Practices and Beliefs about Food Provision 2.12 Impact of Foods and Drinks on Dental Health 2.13 Storage of Food – Temperatures 2.14 Food Preparation and Cooking
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Cooking and Preparing Food 3.2 Menu Planning 3.3 Basic Measurements
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 A childcare workplace 4.2 Facilities, equipment and materials relevant to the unit of competency
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

UNIT OF COMPETENCY : **FOSTER THE SOCIAL, INTELLECTUAL, CREATIVE AND EMOTIONAL DEVELOPMENT OF CHILDREN**

UNIT CODE : **HCS323303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to foster the social, intellectual, creative and emotional development of children from 1-12 years old.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Foster children's independence and autonomy	1.1 Opportunities to develop self help skills and independence are provided as needed. 1.2 Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences . 1.3 Children are encouraged to accept responsibility for their own actions. 1.4 Opportunities are created for children to participate in decision making.
2. Encourage children to express their feelings, ideas and needs	2.1 Children are encouraged to express their feelings, ideas and needs based on social norm. 2.2 Children are provided with activities as means of releasing their feelings according to their interests and needs. 2.3 Children are encouraged to respect each other's individual needs, abilities and interest.
3. Stimulate children's awareness and creativity	3.1 Children are encouraged to express their imagination and creativity based developmental needs. 3.2 Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs. 3.3 Materials and experiences are provided that would stimulate their various senses based on their interests. 3.4 Experiences that develop and enhance imagination and creativity are provided based on their interests.
4. Foster children's self esteem and development of self concept	4.1 Opportunities are provided for children to experience their individual strengths and needs. 4.2 Acknowledgement and positive support are given based on child experience negative feeling (frustration, aggression, depression, fear and anxiety). 4.3 Activities that present a challenge within the child's needs and capabilities are provided based on developmental stage. 4.4 Individual differences are acknowledged and respected based on child's development stage. 4.5 Children's achievements are acknowledged and appreciated based on preference. 4.6 Children's positive self-worth and self esteem are enhanced.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities	1.1 Socio dramatic play 1.2 Movement 1.3 Listening to music 1.4 Art experiences including day and finger painting
2. Individual differences	2.1 Age 2.2 Gender 2.3 Family background and lifestyle 2.4 Abilities and disabilities 2.5 Style of social interaction 2.6 Appearance 2.7 Cultural beliefs and practices 2.8 Temperament 2.9 Interests 2.10 Peer group acceptance, membership or isolation
3. Children's activities	Children's activities are carried out with the use of the following: 3.1 Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along) 3.2 Audio Visual Equipment (radio cassette, TV) 3.3 Coloring Books 3.4 Crayons 3.5 Pencils 3.6 Peg Boards 3.7 Beads to String 3.8 Construction Sets 3.9 Scissors 3.10 Paper 3.11 Color 3.12 Paint/Short Fat Paint Brushes 3.13 Play Dough 3.14 Activity Kit 3.15 Puzzles 3.16 Books 3.17 Manual

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development</p> <p>1.2 Demonstrated ability to assist children to be creative through providing a stimulating and challenging environment, taking into account child's age, development, culture and abilities</p> <p>1.3 Demonstrated ability to engage children in a range of developmental opportunities which are matched to their developmental stage and specific needs</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Psychology of Children</p> <p>2.2 Cultural Awareness</p> <p>2.3 Processes for Creative and Artistic Expression</p> <p>2.4 Children Developmental Stages</p> <p>2.5 Understanding of Children's Physical and Skills Development</p> <p>2.6 Children's Needs, Interests and Problems</p>
<p>3. Underpinning skills</p>	<p>3.1 Planning</p> <p>3.2 Interpersonal Skills</p> <p>3.3 Motivational Skills</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.3 A childcare workplace</p> <p>4.4 Facilities, equipment and materials relevant to the unit of competency</p>
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Interview</p>
<p>6. Context of assessment</p>	<p>6.1 Competency may be assessed in the workplace or in a simulated work setting.</p>

UNIT OF COMPETENCY : **FOSTER PHYSICAL DEVELOPMENT OF CHILDREN**

UNIT CODE : **HCS323304**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to foster specific physical development of children from 1-12 years old.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Enhance physical activities of children	1.1 Children are provided with <i>tools and equipment</i> based on physical development needs. 1.2 Children are given exercise or activities based on needs.
2. Create opportunities for children to develop a wider range of physical development	2.1 Children are provided <i>opportunities to develop their physical skills</i> based on development needs. 2.2 Children are given the opportunities to develop themselves physically in accordance with resources available. 2.3 Equipment and tools are made available based on needs. 2.4 <i>Opportunities for physical development</i> are provided based on child's stage of growth and development. 2.5 Children are monitored and encouraged to develop healthy sleeping patterns and practices based on physical needs.
4. Provide experience to support physical development of children	4.1 Experiences are provided which will develop and <i>enhance physical fitness.</i> 4.2 Encouragement is given to children to learn to develop habit forming physical activities 4.3 Ways and means for the child to participate in physical fitness are communicated, modeled and practiced

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and equipment	1.1 Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along 1.2 Audio Visual Equipment (radio cassette, TV) 1.3 Coloring Books 1.4 Crayons 1.5 Pencils 1.6 Peg Boards 1.7 Beads to String 1.8 Construction Sets 1.9 Scissors 1.10 Paper 1.11 Color 1.12 Paint/Short Fat Paint Brushes 1.13 Play Dough 1.14 Activity Kit 1.15 Puzzles 1.16 Books 1.17 Manual
2. Opportunities to support children's development will vary according to a number of factors such as:	2.1 Child/Worker Ratios 2.2 Physical Environment – Constraints & Potential 2.3 Purpose of the Service 2.4 The amount and type of support from parents and participation by parents 2.5 The level of support available to the service from external bodies e.g. advice specialist services, resource workers 2.6 The frequency and regularity of use of the service by the child 2.7 Age of the Child
3. Physical skills	3.1 Skills in motor areas – fine and gross motor 3.2 Dexterity 3.3 Eye – Hand Coordination 3.4 Balance 3.5 Locomotion 3.6 Coordination
4. Opportunities to develop physical fitness skills may include:	4.1 Active Games 4.2 Sports 4.3 Exercises 4.4 Setting up venue/environment 4.5 Range of environments and equipment 4.6 Socio dramatic play 4.7 Play with construction materials 4.8 Art activities
5. Opportunities to develop relevant physical skills will vary according to the age/disability of the child -	5.1 For infants 5.1.1 Equipment and toys such as cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along 5.2 For Toddlers 5.2.1 Opportunities provided to practice new skills of walking, climbing, balancing and pushing and pulling wheeled toys 5.3 For 3 to 5 years old

VARIABLE	RANGE
	<p>5.3.1 Opportunities to develop fine motor skills such as puzzles, peg boards, beads to string, construction sets, crayons, brushes, scissors</p> <p>5.3.2 Opportunities to practice large muscle skills such as running, jumping, catching a ball etc.</p> <p>5.4 For 6 to 12 years old</p> <p>5.4.1 Opportunities for development of balance, skilled climbing, riding, skating opportunities to develop skills in running kicking, catching, skipping, throwing, writing, drawing, gluing etc.</p>
<p>6. Opportunities provided to develop skills may be needed to adapt to factors such as:</p>	<p>6.1 Indoor and Outdoor Facilities</p> <p>6.2 Environment</p> <p>6.3 Venue/Location</p> <p>6.4 Type of Service</p> <p>6.5 Workers own physical capabilities</p> <p>6.6 The desire for children to set up equipment themselves</p> <p>6.7 Safety considerations</p> <p>6.8 Peer group pressure</p>
<p>7. Advice may be sought from:</p>	<p>7.1 Physiotherapist</p> <p>7.2 Occupational Therapist</p> <p>7.3 Other Staff</p> <p>7.4 Parents</p>

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to engage children in a range of developmental opportunities which are matched to their developmental stage and specific needs</p>
2. Underpinning knowledge and attitudes	<p>2.1 Knowledge and understanding of children’s physical development and skill development</p> <p>2.2 Acceptance of each child’s rate of development, needs, interests and strengths</p> <p>2.3 Experiences that will target specific areas of physical development</p> <p>2.4 Needs of children with a sensory/physical disability</p> <p>2.5 Equipment, toys and resources that can be used to stimulate physical development</p> <p>2.6 Knowledge of interaction between physical development and other areas of development – especially social and psychological development</p> <p>2.7 Relevant organizational standards, policies and procedures</p>
3. Underpinning Skills	<p>3.1 Planning</p> <p>3.2 Interpersonal Skills</p> <p>3.3 Motivational Skills</p>
4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 A childcare workplace</p> <p>4.2 Facilities, equipment and materials relevant to the unit of competency</p>
5. Method of assessment	<p>Competency MUST be assessed through:</p> <p>5.1 Interview/oral questioning</p>
6. Context of assessment	<p>6.1 Competency may be assessed either in the workplace or in a simulated workplace setting.</p>

UNIT OF COMPETENCY : **PROVIDE CARE AND SERVICES TO ELDERLY**

UNIT CODE : **HCS323305**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for the elderly to meet his/her daily needs including nourishment, mobility, personal hygiene and other support within the plan of care.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Establish and maintain an appropriate relationship with the elderly	1.1 Self introduction by the caregiver to the elderly client is done based on established procedures. 1.2 Appropriate attitudes such as confidentiality, privacy, courtesy and respect are adhered to and demonstrated towards the elderly based on established procedures. 1.3 The elderly's own interest, rights , freedom and decision-making are supported and respected based on established procedures. 1.4 Short interpersonal exchanges with the elderly in establishing, developing and maintaining rapport are encouraged.
2. Provide appropriate support to the elderly	2.1 All support is provided to the elderly in accordance with the elderly's needs , rights, self determination and individual differences . 2.2 The elderly is encouraged and supported to participate in ceremonial, cultural, educational, recreational, religious, social, and spiritual activities as appropriately planned. 2.3 Assistance is provided at all times in order to maintain a safe and healthy environment, including minimizing physical dangers and risk of infections based on established procedures. 2.4 Proper response to situations of risks to health and safety is provided and maintained based on established procedures.
3. Provide assistance with elderly's personal care needs	3.1 Personal preferences are identified in consultation with the elderly and a plan for execution is mapped out based on established procedures. 3.2 The elderly is supported and encouraged in exercising their rights and personal preferences without compromising their safety and those of others and in accordance with established procedures. 3.3 Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify the elderly's preferences are conducted based on established procedures. 3.4 Time is scheduled to effectively listen to the elderly's preferences to maximize his/her well being .

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
4. Provide assistance with the elderly's personal care needs	<p>4.1 The <i>elderly's personal care needs</i> (aids to daily living) are identified and assistance provided.</p> <p>4.2 Specific concerns and difficulties in meeting some personal care needs are identified, clarified and modified with the elderly in order to effectively address such concerns and problem needs.</p> <p>4.3 <i>Assistive devices</i> for providing assistance for the elderly are identified and used as appropriate.</p> <p>4.4 Organizational policies and practices for <i>reporting</i> are followed as appropriate.</p> <p>4.5 The elderly's self esteem and confidence are enhanced.</p> <p>4.6 Provisions for interaction between the elderly and the community are researched and developed.</p> <p>4.7 Developmental and progressing personal care needs are identified, acknowledged and provided for as appropriate.</p> <p>4.8 Empathy is demonstrated in supporting and caring for the elderly's feelings of grief and loss.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Elderly rights may be detailed in:	1.1 Service/outcomes standards documents 1.2 Legislation 1.3 Organizational policies and practices
2. Short interpersonal exchanges	2.1 Chatting in friendly manner 2.2 Inquiring about the elderly's health 2.3 Short casual exchanges 2.4 Effective communication 2.5 Dialogue 2.6 Question and answer/interview techniques
3. Needs of the elderly	3.1 Physical, sexual 3.2 Financial 3.3 Household assistance and maintenance 3.4 Religious 3.5 Cultural 3.6 Spiritual 3.7 Recreational 3.8 Social and emotional 3.9 Intellectual
4. Factors contributing to individual difference	4.1 Culture 4.2 Age 4.3 Economic 4.4 Social 4.5 Gender 4.6 Physical 4.7 Intellectual 4.8 Language 4.9 Spiritual 4.10 Marital Status
5. Assistance	5.1 Providing information and advice 5.2 Accompanying or providing specific services 5.3 Encouragement and support for decisions and actions 5.4 Companionship
6. Maximum well being	6.1 Independent living 6.2 Observation of own customs and cultural practices coming and going from environment with safety 6.3 Belonging to social groups 6.4 Frequent visits to and from family, relatives and friends 6.5 Companionship 6.6 Efficient care from caregiver
7. Personal care needs	7.1 Daily living including: 7.1.1 Maintaining personal safety 7.1.2 Communication (speech, writing, non-verbal communication) 7.1.3 Eating and drinking 7.1.4 Eliminating 7.1.5 Breathing 7.1.6 Mobilizing and transferring (moving from place to place and position to position) 7.1.7 Attending to personal hygiene (bathing, laundering personal linen)

VARIABLE	RANGE
	<ul style="list-style-type: none"> 7.1.8 Dressing and undressing 7.1.9 Attending to own spiritual needs 7.1.10 Grooming and expressing sexuality 7.1.11 Toileting 7.1.12 Keeping appointments (Doctors, Dentists, Bankers, Lawyers) 7.1.13 SPICE (Spice, Physical, Intellectual, Creative and Emotional) activities 7.2 Daily Routine <ul style="list-style-type: none"> 7.2.1 Accessing education and employment 7.2.2 Accessing financial resources and allowances 7.2.3 Paying bills and regular outgoings 7.2.4 Shopping 7.2.5 Preparing meals 7.2.6 Climbing stairs 7.2.7 Maintaining household (cleaning, laundry, décor, repair) 7.2.8 Traveling by private and public transport 7.2.9 Interacting with others and socializing 7.2.10 Accessing leisure, recreational and sporting activities 7.3 Assisting with self-administration of medication according to: <ul style="list-style-type: none"> 7.3.1 Organizational practice and policy 7.3.2 Government regulation, policy and legislation 7.3.3 Instructions from the elderly, their trustees, medical team and significant others 7.4 Physical comfort and rest <ul style="list-style-type: none"> 7.4.1 Appropriate rest 7.4.2 Proper clothing 7.4.3 Fit dentures 7.4.4 Aids (wheelchairs, braces, walker, reading glasses) 7.4.5 Comfortable bed and chair 7.5 Privacy 7.6 Confidentiality 7.7 To be treated in a dignified, safe and comfortable manner 7.8 To express success, satisfied or own feelings
8. Assistive Devices	<ul style="list-style-type: none"> 8.1 Wheelchair 8.2 Walker 8.3 Cane 8.4 Crutches 8.5 Parallel Bars 8.6 Feeding Utensils 8.7 Handrails 8.9 Commode 8.10 Reading Materials
9. Appropriate communication and relationship building processes	<ul style="list-style-type: none"> 9.1 Courtesy 9.2 Empathy 9.3 Non judgmental manner 9.4 Listening 9.5 Treating the elderly person as an individual 9.6 Respect for difference <ul style="list-style-type: none"> 9.6.1 Cultural 9.6.2 Physical 9.6.3 Emotional

VARIABLE	RANGE
	9.6.4 Beliefs 9.6.5 Customs 9.6.6 Values 9.6.7 Religions
10 Assistance may vary according to:	10.1 The ability of the worker 10.2 Mental well being 10.3 Physical well being 10.4 Social well being 10.5 Emotional well being 10.6 Creative well being
11. Factual information to identify the elderly's preferences may be gathered by:	11.1 Asking questions 11.2 Observing the elderly 11.3 Asking for clarification from the elderly 11.4 Asking other significant people such as relatives, friends, staff 11.5 Listening for relevant information concerning the elderly's preferences 11.6 Offering choices and suggestions 11.7 Consulting professionals' opinions and suggestions for the elderly to consider
12. Assistance may vary according to:	12.1 The ability of the worker 12.2 Mental well being 12.3 Physical well being 12.4 Social well being 12.5 Emotional well being 12.6 Creative well being
13. Processes and aides may include:	13.1 Meals on wheels 13.2 All equipment and aids 13.3 Transport services 13.4 Around the clock caregiver 13.5 Occasional caregiver 13.6 Senior lodges accommodation 13.7 Trips to or visits from medical team
14. Reporting may include:	14.1 Changes in appearance and behavior in accordance with reporting instructions 14.2 Medicine chart 14.3 Observation log book 14.4 Incident and Accident Reports
15. Reporting may be to:	15.1 Supervisors 15.2 Colleagues 15.3 Health workers 15.4 Administrator 15.5 Health care services 15.6 Emergency services 15.7 Community care 15.8 Social services 15.9 Relatives
16. Reporting may be via:	16.1 Telephone 16.2 Hand over reports 16.3 Face to face 16.4 Written

VARIABLE	RANGE
17. Social and personal well being may include:	17.1 Being independent 17.2 Maintenance of personal contacts 17.3 Control of financial affairs 17.4 Coming and going from environment within safety requirements 17.5 Observation of own customs and cultural practices 17.6 Exercising legal, social and other obligations and responsibilities 17.7 Keeping and maintaining personal possessions 17.8 Privacy 17.9 Access and entitlement to respite and other services 17.10 Maintaining community participation 17.11 Participation in programs and activities 17.12 Sharing knowledge and skills
18. Well being may vary according to:	18.1 Service provision environment e.g. independent living, residential care facility, day center 18.2 Health Status 18.3 Worker's Role 18.4 SPICE Status
19. Provision of aids may include:	19.1 Referral to advisory centers 19.2 Information
20. Spiritual needs may include:	20.1 Formal and informal religious observance 20.2 Need for private time and space for contemplation 20.3 Ceremonial Observances
21. Aids may include:	21.1 Mobility 21.2 Hearing 21.3 Speech 21.4 Vision
22. The elderly's self esteem and confidence may be encouraged by:	22.1 Assisting the elderly with difficult tasks 22.2 Clarifying and discussing the elderly's abilities and disabilities 22.3 Encouraging the elderly to try new activities
23. Psychological needs	23.1 Freedom from undue stress 23.2 Self-esteem 23.3 Purpose 23.4 Personal identity 23.5 Life stage development

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Worked within roles and responsibilities in a manner which accommodates and accepts individual differences of the elderly 1.2 Established and maintained appropriate relationship with the elderly 1.2 Provided appropriate support and assistance with the elderly's personal care needs 1.3 Understood and adhered to own roles and responsibilities 1.4 Understood accountability and responsibility of supervisors and colleagues 1.5 Consulted with the elderly, including asking questions, observing, listening and suggesting 1.6 Recognized and understood the elderly's rights and personal preferences including the ability to list the elderly's preferences. 1.7 Demonstrated a non-judgmental attitude to the different emotional, psychological and spiritual needs of the elderly in all communications
<p>2. Underpinning Knowledge and Attitudes</p>	<ul style="list-style-type: none"> 2.1 Types, uses, specifications and maintenance of bathing paraphernalia 2.2 Procedures of bathing and dressing the elderly 2.3 Proper care of elders 2.4 Principles and procedures in taking vital signs 2.5 Common signs and symptoms of common illnesses 2.6 Principles and procedures of medicine administration 2.7 Relevant plan of care, roles and responsibilities of caregiver 4.3 Relevant policies, protocols and practices of the certain organizations in relation to services to the elderly 2.9 Process of ageing 2.10 Different religious, cultural, spiritual, physical and ceremonial perspectives 2.11 Causes, implications and treatment of dementia and other elderly related conditions 2.12 Depending on the work, roles or services provided, specific knowledge of particular groups or issues may be required like: <ul style="list-style-type: none"> 2.12.1 Alcohol and other drugs 2.12.2 Cultural and linguistics diversity 2.12.3 Risk of self harm 2.12.4 Women 2.12.5 Men 2.12.6 Community education 2.12.7 Mental health 2.13 Common problems of the elderly and their ramifications 2.14 Different cultural requirements and preferences 2.15 Factors giving rise to grief and loss in the elderly 2.16 Safety risks to the elderly 2.17 Major systems of the body

3. Underpinning skills	<p>3.1 Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities, cultural background)</p> <p>3.2 Oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, etc.) necessary to develop a trusting relationship with an elderly. Language skills may be English, mother language or technical language (medical terms) as required by employment service or organization</p> <p>3.3 Oral communication skills (language competence) required to fulfill job roles as specified by the employment organization/service. Oral communication skills include asking questions, clarifying understanding of the elderly's preferences and expressing encouragement in oral communication. Service/organization may require competence in English or native language, as required by the elderly.</p> <p>3.4 Reading and writing skill (literacy competence) required to fulfill job roles as specified by employment organization/service. The level of skills may range from the ability to write short messages or a shopping list, to assist the elderly with banking, reading of mail, answering the phone, receiving messages etc. the employment service/organization may require competence in a language other than English, depending on job request</p> <p>3.5 Basic counseling</p>
4. Resource implications	<p>The following resources MUST be provided</p> <p>4.1 A childcare workplace</p> <p>4.2 Facilities, equipment, supplies and materials relevant to the unit of competency</p>
5. Method of assessment	<p>Competency MUST be assessed through:</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Interview</p>
6. Context of assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated work setting.</p>

UNIT OF COMPETENCY : **PROVIDE CARE AND SUPPORT TO PEOPLE WITH SPECIAL NEEDS**

UNIT CODE : **HCS323306**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for people with special needs to be able to enhance their abilities to communicate and be independent; responding to the physical, medical, health and safety, personal care and home maintenance requirements of people with disabilities.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Establish and maintain appropriate relationship with people with special needs	1.1 All dealings with people with special needs are aimed at generating a trusting relationship which include protecting confidentiality, privacy, individual choices and the right to decision making. 1.2 Respect for individual differences is demonstrated in all dealings with people with special needs. 1.3 Support for the interests, rights and decision making of people with special needs is demonstrated in all dealings. 1.4 People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.
2. Provide appropriate support to people with special needs	2.1 All support to people with special needs are provided in accordance with their needs , rights and self determination. 2.2 Assistance is provided to people with disabilities according to the employment organization guidelines. 2.3 Information required by people with special needs are identified and provided. 2.4 Reactions and limitations regarding differences are recognized and appropriate assistance is sought to ensure that the rights of people with special needs are upheld.
3. Assist in maintaining well being of people with special needs.	3.1 People with special needs are provided with support in maintaining a clean, safe and comfortable environment. 3.2 Situations of risk to health and safety are responded to in accordance with established and approved health and safety procedures . 3.3 People with special needs are actively encouraged to practice self expression. 3.4 Rights and responsibilities of people with special needs are discussed with them professionally and in a non-threatening and non-critical ways. 3.5 Strategies are developed for people with special needs to assert self terms of accomplishments and achievements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
4. Assist people with special needs to identify and meet their needs	<p>4.1 The dignity, privacy and personal choice of people with special needs in relation to needs are upheld.</p> <p>4.2 People with special needs are assisted to identify, select and prioritize their specified nursing needs.</p> <p>4.3 People with special needs are assisted to identify, select, prioritize and fulfill or implement their social, physical, intellectual, creative and emotional activities.</p> <p>4.4 People with special needs are assisted to select and develop strategies to meet their requirements in order to achieve their nursing needs.</p>
5. Assist people with special needs in maintaining an environment that enables maximum independent living	<p>5.1 The types, frequency and triggers of challenging behaviors of a person with special needs are identified, assessed and researched.</p> <p>5.2 Strategies for the <i>prevention and management of challenging behavior/s</i> are planned and implemented according to approved safety procedures.</p> <p>5.3 People with special needs are encouraged and supported to express self.</p> <p>5.4 Independent thinking (such as decision, opinion and preferences) by people with special needs are encouraged and supported.</p> <p>5.5 Strategies that would promote independence of people with special needs are developed and implemented.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and equipment	1.1 Bed with side rails 1.2 Night Light 1.3 Handrails 1.4 Assistive device (wheelchair, cane, walker and crutches) 1.5 Commode 1.6 Feeding Utensils 1.7 Clock 1.8 Reading Materials 1.9 Activity Kit
2. Individual differences	2.1 Daily living such as: 2.1.1 Culture 2.1.2 Age 2.1.3 Economic 2.1.4 Social 2.1.5 Gender 2.1.6 Physical 2.1.7 Emotional 2.1.8 Intellectual 2.1.9 Language 2.2 Rights may be detailed in: 2.2.1 Service/outcomes standards 2.2.2 Legislation 2.2.3 Organizational policies and practice 2.3 Support will be in the Context for services offered including: 2.3.1 Personal support 2.3.2 Employment support 2.3.3 Community access 2.3.4 Accommodation support 2.3.5 Lifestyle support
3. Assistance	3.1 Providing information 3.2 Assistance with mobility or providing specific support such as transport 3.3 Encouragement and support for decisions and and actions 3.4 General household assistance and maintenance
4. Differences	4.1 Individual (age, gender, ability, history, personal preferences) 4.2 Cultural 4.3 Spiritual 4.4 Sexual preference
5. Rights	5.1 Choose for oneself

VARIABLE	RANGE
	5.2 Have meaningful work 5.3 Privacy 5.4 Dignity 5.5 Confidentiality 5.6 Self determination 5.7 Appropriate support 5.8 Skill development 5.9 Advocacy 5.10 Being treated as a valued individual 5.11 Fair treatment 5.12 Right to enter into a relationship 5.13 Right to express sexuality
6. Responsibilities	6.1 Act within the law 6.2 Treat others with consideration and respect 6.3 Abide by family obligations 6.4 Abide by the policies and procedures of the services being used
7. Personal needs may include providing assistance with:	7.1 Daily living including: 7.1.1 Maintaining personal safety 7.1.2 Communication (speech, writing, non-verbal communication) 7.1.3 Eating and drinking 7.1.4 Eliminating 7.1.5 Breathing 7.1.6 Mobilizing and transferring (moving from place to place and position to position) 7.1.7 Attending to personal hygiene (bathing, laundering personal linen) 7.1.8 Dressing and undressing 7.1.9 Attending own spiritual needs 7.1.10 Grooming and expressing sexuality 7.2 Physical/instrumental activities of daily living: 7.2.1 Accessing education and employment 7.2.2 Accessing financial resources and allowances 7.2.3 Paying bills and regular outgoings 7.2.4 Shopping 7.2.5 Preparing meals 7.2.6 Climbing stairs 7.2.7 Maintaining household (cleaning, laundry, décor, repairs) 7.2.8 Traveling by private and public transport

VARIABLE	RANGE
	7.2.9 Interacting with others and socializing 7.2.10 Accessing leisure, recreational and sporting activities 7.3 Assisting with self-administration of medication according to: 7.3.1 Organizational practice and policy 7.3.2 Government regulation, policy and legislation 7.4 Physical comfort and rest 7.5 Pain management 7.6 Maximization of independence and personal preferences 7.7 Empowerment e.g. Enhancing of clients ability to communicate, act independently and uphold rights and responsibilities
8. Strategies to meet needs	8.1 Responding to requirements arising from differences 8.2 Utilizing personal support equipment e.g. chair lifts, wheelchairs, hearing impaired phones, etc. 8.3 Enlisting specialist skills
9. Support may be provided:	9.1 In the clients home 9.2 At residential or other services
10. Relevant legislation and policies on health and safety	10.1 Occupational health and safety 10.2 State health acts 10.3 EEO legislation 10.4 Organizational policies and guidelines 10.5 Daily living 10.6 Medications 10.7 Dealing with changes in physical or mental well being 10.8 Occupational Health and Safety 10.9 Sexual Harassment 10.10 Abuse prevention
11. Prevention and management of challenging behavior	11.1 Recognizing triggers and deflecting them 11.2 Using active listening and observation skills 11.3 Ensuring effective communication 11.4 Seeking expert assistance

EVIDENCE GUIDE

<p>1. Critical aspects of competency:</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Established and maintained appropriate relationship with people who have special needs 1.2 Provided appropriate support to people with special needs 1.3 Assisted in maintaining the well being of people with special needs 1.4 Assisted people with special needs to identify and meets their needs
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Relevant organizational policies and procedures and responsibilities within it 2.2 Relevant policies, protocols and practices of the organization in relation to own work activities 2.3 Basic knowledge of different types of disabilities and their effects on clients need 2.4 Understanding of support requirements for people with special needs 2.5 Different religious, cultural, spiritual, physical, specific knowledge of particular groups or issues may be required like the following: <ul style="list-style-type: none"> 2.5.1 Alcohol and other drugs 2.5.2 Cultural and linguistic diversity 2.5.3 Risk of self harm 2.5.4 Women 2.5.5 Men 2.5.6 Community education 2.5.7 Mental health 2.6 Organizational philosophy and goals 2.7 Legislative provision in relation to the rights of people with disabilities 2.8 Basic knowledge of human, social, psychological, cognitive and physical development 4.4 Role and responsibility of self and others in the organization 4.5 Organization's definition of challenging behavior 4.6 Relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use 2.10 Impact of particular types of disability 2.11 Principles of empowerment/disempowerment in relation to people with special needs 2.12 Occupational health and safety guidelines 2.13 Cultural factors affecting people with special needs requirements

	2.14 Understanding of regulations and guidelines governing the handling of medication
3. Underpinning skills	<p>3.1 Interpersonal skills appropriate to work with people with special needs</p> <p>3.2 Oral communication skills (language skills) necessary to develop a trusting relationship with people with special needs. Language may be English or community language as required by service or organization</p> <p>3.3 Communication</p> <p>3.4 Team work</p> <p>3.5 Negotiation</p> <p>3.6 Use of equipment</p> <p>3.7 Interpersonal communication</p> <p>3.8 Observation as required by job role</p> <p>3.9 Assessment as required by job role</p>
4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 A child care workplace</p> <p>4.2 Facilities, equipment, tools, supplies and materials relevant to the unit of competency.</p>
5. Method of assessment	<p>Competency MUST be assessed through:</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Interview</p>
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated workplace setting.

UNIT OF COMPETENCY : **MAINTAIN A HEALTHY AND SAFE ENVIRONMENT**

UNIT CODE : **HCS323307**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to maintain various aspects in home maintenance taking into consideration health and safety environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Maintain a clean and hygienic environment	1.1 Cleaning occurs as an ongoing process as per regulations. 1.2 Appropriate cleaning agents, tools and equipment are used in accordance with established procedures. 1.3 Infection control procedures are followed according to established procedures. 1.4 Ventilation, lighting and heating/cooling are adequately maintained. 1.5 Personal hygiene/health procedures are adhered to at all times. 1.6 Beds and beddings are cleaned to conform to health, hygiene and safety requirements as relevant.
2. Provide a safe environment	2.1 Organizational policies and procedures on safety are implemented as required. 2.2 Environment protection policy is implemented. 2.3 Tools, equipment, toys and games are appropriate to the age of the child. 2.4 Equipment is selected, checked and maintained to ensure safety. 2.5 The environment is set up to ensure safety of the client. 2.6 Area is checked for hazards and risks reduction strategies are implemented 2.7 Fire exits are kept unobstructed 2.8 Disposal of waste materials is conducted in a safe and hygienic way 2.9 Cleaning materials are stored safely
3. Supervise the safety of clients	3.1 Clients are supervised in accordance with legal requirements and regulations . 3.2 Rules for safe play are explained, modeled and implemented. 3.3 Direct contact with individuals/group is maintained. 3.4 Potential risks are identified and acted upon to prevent/minimize risks. 3.4 Hazards and potential hazards in the environment are identified and clients are informed accordingly. 3.5 Emergencies and evacuation procedures are discussed and practiced with clients. 3.6 Supervision is used as an opportunity to interact with clients.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and equipment	1.1 Cleaning materials (e.g. detergent soap, brush, broom, mop, rags, glass wiper) 1.2 Vacuum Cleaner 1.3 Play area with appropriate toys and padding
2. Legal requirements and regulations regarding supervision	2.1 Staff/children ratios 2.2 Babies are never left unattended in the bath or on change table
3. Cleaning	3.1 Disinfecting nappy change areas 3.2 Washing floor 3.3 Vacuuming 3.4 Disinfecting toilet areas
4. Disposal of waste materials	4.1 Nappies 4.2 Soiled tissues/wipes 4.3 Alternative Method for rest e.g. Hammocks
5. Organizational procedures implemented for safety	5.1 Legal/legislative requirements 5.2 Organizational policies regarding excursions
6. Checking area for hazards may include checking for:	6.1 Needles/sharp implements in outdoor areas 6.2 Animal droppings in outdoor areas
7. Maintaining direct contact with child will vary according to:	7.1 Child's age 7.2 Child's level of independence/dependence 7.3 Child's safety/risk taking behaviors 7.4 Activity child is involved in 7.5 Ability of child
8. Contact can include:	8.1 Sight 8.2 Sound 8.3 Glass viewing windows 8.4 Line of Sight 8.5 Within physical reach
9. Potential risk may be:	9.1 Babies learning to eat solid foods 9.2 Children learning new skills such as walking, balancing 9.3 Particular "combinations" of children playing together 9.4 Babies going to sleep with a bottle 9.5 Risk of dehydration on very hot days 9.6 SIDS 9.7 When children are attempting an activity that may be beyond their previous ability
10. Rules for safe play	10.1 Use of equipment 10.2 How children play together
11. Providing a safe environment and risk reduction strategies will vary according to whether the location is:	11.1 A purpose designed and built center 11.2 Non purpose built center 11.3 A home 11.4 Appropriate for the age range of children
12. Hazards may be identified to children in a range of ways:	12.1 Verbally 12.2 By signs 12.3 By symbols

VARIABLE	RANGE
13.Risk reduction/strategies	13.1 Gates on stairs 13.2 Covers on electrical sockets 13.3 Removal/locking away of dangerous substances 13.4 Close supervision of any children in kitchens 13.5 Fences and gates, locking mechanisms 13.6 Out of bounds areas 13.7 Vacuuming/sweeping floors to remove small dangerous objects 13.8 Particularly close supervision in some areas 13.9 Placing babies/infants to sleep in positions recommended for prevention of SIDS

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to provide a clean and safe environment for children 1.2 Observed personal hygiene/health procedures 1.3 Implemented environment protection policy 1.4 Explained and implemented rules for safe play 1.5 Identified potential risks and hazards and explained to clients 1.6 Discussed and practiced with clients the emergencies and evacuation procedures.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Up to date knowledge of regulations are understood 2.2 Regulations on safety, health and hygiene 2.3 Potential hazards to children 2.4 Hazards of traffic for children 2.5 Risk minimization strategies and risk reduction strategies 2.6 The spread of infectious diseases and cross infection 2.7 Strategies to minimize the spread of infectious diseases 2.8 Developmental stage 2.9 Appropriate toys and equipment – safety and risks 2.10 Legal requirements for supervision including worker and child ratios 2.11 Organizational standards, policies and procedures 2.11 Hazards in the home environment
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Risk minimization strategies and risk reduction strategies 3.2 Strategies to minimize the spread of infectious diseases 3.3 Interpersonal safe use of equipment and materials
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 A childcare workplace 4.2 Facilities, equipment, supplies and materials relevant to the unit of competency
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 This unit could be assessed either in the workplace or in a simulated workplace setting.

UNIT OF COMPETENCY : **RESPOND TO EMERGENCY**

UNIT CODE : **HCS323308**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to respond to emergencies which include various aspects of disease control and prevention and emergency measures that can be administered effectively.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Implement procedures for infection control and prevention	1.1 Exclusion guidelines for children and others suffering from an infectious condition are followed. 1.2 Hygiene and health principles are implemented in care practice. 1.3 Infection control guidelines are followed.
2. Recognize and respond to signs of potential illness	2.1 Signs of potential illness are reported. 2.2 Medical assistance is sought as necessary according to policies and procedures. 2.3 Clients and relatives are informed as soon as possible. 2.4 Client is comforted and settled.
3. Respond to emergencies and accidents	3.1 The safety of self and others is ensured. 3.2 Immediate First Aid is provided as required. 3.3 Strategies to calm, reassure and comfort clients are implemented. 3.4 Details of emergency are recorded and reported accurately. 3.5 Information is provided to others according to established policies. 3.6 Emergencies and accidents are responded to according to the established guidelines and legislative requirements.
4. Administer medication within guidelines	4.1 Medication is administered according to organizational policies and legislative requirements. 4.2 Medication is stored according to requirements. 4.3 Medication is checked for name, instructions and use by date. 6.2 All administered medications are documented in accordance with requirements.
5. Respond to threats and situations of danger	5.1 Remove client from threat/danger or remove danger/threat from client. 5.2 The level of immediate danger is assessed and the situation is reported to an appropriate person. 5.3 Appropriate emergency procedures are implemented to ensure the safety of children and workers.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and Equipment	1.1 Dummies (baby and adult) 1.2 Vital signs kit (thermometer, BP) 1.3 Bed Board 1.4 Disposable Gloves 1.5 Cleaning equipment 1.6 Utensils 1.7 Soft toys 1.8 Protective Aprons
2. Hygiene and Health Principles	2.1 Hand Washing 2.2 Use of disposable gloves when cleaning up body wastes 2.3 Removal and disposal of infected articles 2.4 Cleaning equipment 2.5 Disposal of unused foods/milk 2.6 Cleaning of utensils after use 2.7 Regular disinfecting of soft toys 2.8 Removal of body waste products (e.g. feces, urine, saliva, vomit) and disinfection of affected area 2.9 Use protective aprons when changing babies 2.10 Disinfection of nappy change areas after each use
3. Medication	Requirements for storage of medication may include but not limited to the following: 4.1 Legislative guidelines 4.2 Organization procedures

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to respond quickly to emergencies and implement correct procedures including administering first aid 1.2 Implemented procedures for infection control and prevention 1.3 Recognized and responded to signs of potential illness 1.4 Responded to emergencies and accidents 1.5 Responded to threats and situations of danger.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Disease spread and transmission 2.2 Guidelines for inspection control 2.3 Indicators of child abuse 2.4 Different types of child abuse 2.5 Child protection policy of service 2.6 State/territory requirements about responding to indications of abuse and reporting process 2.7 Organizational standards, policies and procedures
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Common childhood illnesses – recognition, management strategies 3.2 Writing incident records 3.3 Making decision under pressure
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 A childcare workplace 4.2 Facilities, equipment, supplies and materials relevant to the unit of competency
<p>6. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 6.1 Demonstration with questioning 6.2 Interview
<p>7. Context of assessment</p>	<ul style="list-style-type: none"> 7.1 Competency may be assessed in the workplace or in a simulated workplace setting.

UNIT OF COMPETENCY : **CLEAN LIVING ROOM, DINING ROOM, BEDROOMS, TOILETS, BATHROOMS AND KITCHEN**

UNIT CODE : **HCS323309**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to perform home management by providing clean, secure and safe environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Clean surfaces and floors	1.1 Appropriate removal/cleaning equipment, supplies, materials , procedures and techniques are used in accordance with soil and litter types and established procedures. 1.2 All wastes are removed from surface based on procedures. 1.3 Suitable maintenance procedures is selected and applied based on identified floor types and surface textures . 1.4 Cleaning, polishing and sweeping are performed according to standard operating procedures. 1.5 Cleaning, polishing and sweeping equipment, supplies and materials are used following safety procedures and manufacturer's specifications. 1.6 Cleaning/polishing equipment are cleaned after use in accordance with relevant safety procedures and manufacturer's instructions. 1.7 All cleaning, polishing, sweeping materials and equipment are stored as per standard operating procedures (SOPs). 1.8 Routine maintenance is carried out as per SOPs.
2. Clean furnishing and fixtures	2.1 Furnishings and fixtures are cleaned in accordance with standard operating procedures. 2.2 Furniture positioned based on comfort and convenience and room lay out. 2.3 Equipment is cleaned after use in accordance with relevant safety and manufacturer's instructions. 2.4 All cleaning materials and equipment are stored following SOPs. 2.5 Routine maintenance is carried out or arranged as per standard operating procedures.
3. Make up beds and cots	3.1 Mattress is aired, freed from and vacuumed in accordance with SOPs. 3.2 Soiled linens an pillowcases are replaced in accordance with SOPs. 3.3 Linens are centered and mitered when replaced as per SOPs. 3.4 Beds and cots are made-up according to prescribed procedure.
4. Clean toilet and bathroom	4.1 Ceilings and walls are cleaned in accordance with standard operating procedures and techniques. 4.2 Window edges and sills are wiped clean in accordance with standard operating procedures. 4.3 Bath tub, lavatory and toilet bowls are scrubbed and disinfected in accordance with standard operating procedures and techniques. 4.4 Accessories are washed and cleaned in accordance with standard operating procedures and techniques.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
	<p>4.5 Bathroom supplies are replenished and defective accessories replaced as per SOPs.</p> <p>4.6 Equipment is cleaned after use in accordance with manufacturer's instruction.</p> <p>4.7 All cleaning materials and equipment are stored in a safe place as per SOPs.</p> <p>4.8 Routine maintenance is carried out or arranged as per standard operating procedures.</p>
5. Sanitize rooms	<p>5.1 Sanitizing agents are 100% accurately measured and mixed in accordance with relevant safety regulations.</p> <p>5.2 Excess mixtures of sanitizing agents are disposed according to environmental requirements.</p> <p>5.3 Rooms are sanitized in accordance with standard operating procedures.</p> <p>5.4 Equipment is cleaned after use in accordance with manufacturer's instructions.</p> <p>5.5 All cleaning materials and equipment are stored in a safe place as per SOPs.</p> <p>5.6 Routine maintenance is carried out or arranged as per standard operating procedures.</p>
6. Maintain clean room environment	<p>6.1 All equipment and cleaning paraphernalia are checked and maintained according to manufacturer's instructions.</p> <p>6.2 All wastes are removed and disposed of in accordance with employer's requirements.</p> <p>6.3 All movable furniture and fittings are shifted to allow access to hidden dust/waste/dirt and as per SOPs.</p> <p>6.4 Rooms are checked regularly for orderliness/tidiness in accordance with employer's requirements.</p>
7. Clean kitchen	<p>7.1 Soiled dishes, pots, pans and linen are washed in accordance with standard operating procedures.</p> <p>7.2 Cleaned/dried dishes, pots and pans are stored as per standard operating procedures.</p> <p>7.3 Kitchen appliances are cleaned in accordance with standard operating procedures.</p> <p>7.4 Kitchen fixtures, tables and chairs are wiped in accordance with standard operating procedures.</p> <p>7.5 Floor is mopped and dried in accordance with standard operating procedures.</p> <p>7.6 Kitchen supplies are inspected and replenished in accordance with standard operating procedures.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Cleaning Equipment, Supplies and Materials	1.1 Brooms 1.2 Dust pan and brush 1.3 Cleaning implements 1.4 Vacuum cleaner 1.5 Floor Carpet 1.6 Water Hoses 1.7 Bucket 1.8 Bed 1.9 Dining Table 1.10 Water Pitcher 1.11 Table Cloth 1.12 Flowers 1.13 Bed Cover 1.14 Spoon 1.15 Fork 1.16 Knife 1.17 Plate 1.18 Wine Glass 1.19 Serving Utensils 1.20 Table Napkin 1.21 Paper Towel 1.22 Flower Vase 1.23 Drinking Water 1.24 Serving Tray 1.25 Soiled Table 1.26 Cleaning Detergent 1.27 Liquid Detergent 1.28 Cleaning Solution 1.29 Scrubbing Foam 1.30 Flat Sheets 1.31 Fitted Sheet 1.32 Pillow 1.33 Pillow Case 1.34 Bed Mattress 1.35 Dish Pan 1.36 Dish Sponge/Dish Cloth 1.37 Pan with Hot Water 1.38 Rolled Newspaper 1.39 Cleaning Rag 1.40 Wax Paper/Aluminum Foil 1.41 Talcum Powder 1.42 Bowl Cleaner 1.43 Toilet Disinfectant 1.44 Acid Cleaner 1.45 Cup 1.46 Soup Plate 1.47 Soup Bowl 1.48 Drinking Glass/Goblet 1.49 Serving Dish 1.50 Rubber Spatula 1.51 Floor Mop

VARIABLE	RANGE
	1.52 Toilet Bowl Swab 1.53 Toilet Caddy 1.54 Spray Bottle 1.55 Guess Model 1.56 Antistatic Duster/Cleaning Cloth 1.57 Vacuum Cleaner with Circular Brushes 1.58 Sponges 1.59 Scourer 1.60 Glass Cleaning Equipment 1.61 Drop Sheets 1.62 'A" Frame Ladders 1.63 Cobwebber 1.64 Lint Free Cleaning Cloths 1.65 Squeegees (Various Sizes) 1.66 Extension Poles 1.67 Hoses
2. Floor Types/Surface Textures	2.1 Concrete 2.2 Terrazo 2.3 Vinyl 2.4 Slate 2.5 Ceramic Tile 2.6 Wood 2.7 Marble 2.8 Brick 2.9 Parquetry 2.10 Rubber 2.11 Polished Wood
3. Waste (Wet or Dry)	3.1 Dust 3.2 Paper 3.3 Food 3.4 Stones 3.5 Gravel
4. Furnishings/Fixtures	4.1 Desks 4.2 Tables 4.3 Chairs 4.4 Computers 4.5 Filing Cabinets 4.6 Clocks 4.7 Stoves 4.8 Lamps 4.9 Railing 4.10 Window Sills 4.11 Skirting 4.12 Doors 4.13 Door Handles 4.14 Light Switches 4.15 Telephone Handsets 4.16 Air Conditioning Vents 4.17 Lights 4.18 Ceiling Fans 4.19 Blinds 4.20 Curtains 4.21 Grilles

VARIABLE	RANGE
	4.22 Refrigerators 4.23 Picture Frames 4.24 Shelves 4.25 Compactus 4.26 Work Stations 4.27 Showcases 4.28 Bars 4.29 Beds 4.30 Bedside Cupboards
5. Ceiling Fittings	5.1 Recessed Lights 5.2 Ornamental Hanging Lights 5.3 Projected Lights 5.4 Ceiling Fans 5.5 Televisions 5.6 Speakers 5.7 Smoke Detectors 5.8 Sprinkler Systems 5.9 Vents and Grilles 5.10 Skylights 5.11 Cameras 5.12 Chandelier
6. Ceiling	6.1 Flat 6.2 Suspended 6.3 Hard
7. Bathroom Supplies/ Accessories	7.1 Liquid and Bar Soap 7.2 Toilet Paper 7.3 Bathroom Deodorizer 7.4 Cloth/Paper Towels 7.5 Personal Toiletries 7.6 Bathroom Slippers 7.7 Floor Towel 7.8 Trash Can
8. Sanitizing Agents	8.1 Solvent Spray 8.2 Anti-Static Solution 8.3 Anti-Static Spray
9. Sanitizing Equipment, Supplies and Materials	9.1 Ladders 9.2 Vacuum Unit 9.3 Dust Mop 9.4 Lint Free Clothing Cloths 9.5 Mop Head and Bucket 9.6 Dust Pan 9.7 Broom
10. Linens	10.1 Napkins 10.2 Tablecloths 10.3 Serving Cloths 10.4 Tea Towels 10.5 Clothing 10.6 Cleaning Cloths
11. Kitchen Appliances	11.1 Food Processor 11.2 Grill 11.3 High Pressure Steamer 11.4 Microwave Oven

VARIABLE	RANGE
	11.5 Oven (Electric/Gas) 11.6 Range 11.7 Refrigerator 11.8 Tilting Skillet 11.9 Toaster 11.10 Electric Knife 11.11 Juice Maker 11.12 Rice Cooker
12.Kitchen Supplies and Materials	12.1 All-Purpose Detergent 12.2 All-Purpose Soap 12.3 Coffee, Tea, Cream 12.4 Condiments 12.5 Disinfectants 12.6 Drain Solvent 12.7 Food Items (dairy, vegetable, bread, meat and fruits) 12.8 Garbage Bag 12.9 Scouring Pad 12.10 Cooking Oil 12.11 Ingredients

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> 1.1 Cleaned surfaces and floors. 1.2 Cleaned furnishings and fixtures. 1.3 Made-up beds and cots. 1.4 Cleaned toilets and bathrooms. 1.5 Sanitized rooms. 1.6 Maintained clean room environment. 1.7 Cleaned kitchen.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Procedures in Cleaning, Polishing, Disinfecting and Sanitizing Rooms (Living Room, Dining Room, Bedrooms, Toilets and Kitchen) 2.2 Types and Characteristics of Floors 2.3 Method of Removing Suitable Dirt/Stain 2.4 Types/Uses/Functions of Cleaning Equipment, Supplies and Materials 2.5 Glass Types, including defects 2.6 Method of Identifying Stains, Mud, Dirt and Grease 2.7 Stain Removal Techniques 2.8 Effects of Pre-Existing Conditions on Safe Work Practices 2.9 Procedures in Arranging Furniture 2.10 Types and Characteristics of furniture and Furnishing 2.11 Procedures in Bed Making 2.12 Knowledge on Different Linen and Fabric 2.13 Procedures in Cleaning and Maintaining Room Furniture and Furnishings 2.14 Knowledge on Different Areas Where Dirt and Dust Can Easily Accumulate 2.15 Schedule of House Chores 2.16 Types of Ancillary Rooms 2.17 Types of Home Set-Up 2.18 Types of Living Room Appliances and Ornament
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Cleaning Rooms – Living Room, Bedroom, Bathroom and Kitchen 3.2 Making-Up the Bed 3.3 Arranging the Furniture 3.4 Maintaining In-Door Plants 3.5 Chemical Handling and Disposal Techniques 3.6 Manual Handling Techniques 3.7 Reporting and Recording Information 3.8 Planning and Organizing Work 3.9 Communication with Others 3.10 Equipment Operation and Cleaning 3.11 Work Planning and Organization 3.12 Waste Minimization 3.13 Decanting Chemicals

4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 Copies of Relevant Standards, Training Books and Assessment Planning Guides</p> <p>4.2 Accident Report Forms</p> <p>4.3 Job Specifications and Reporting Forms</p> <p>4.4 Access to a Suitable Venue</p> <p>4.5 Manufacturer/Enterprise Product Specifications</p> <p>4.6 A range of equipment, including personal protective equipment and relevant cleaning or spot removing chemicals</p> <p>4.7 Material safety data sheets and equipment operating manuals, if relevant</p> <p>4.8 Access to a registered provider of assessment services</p> <p>4.9 Chemical Color Charts</p>
5. Method of assessment	<p>Competency may be assessed through:</p> <p>5.1 Written Test/Examination</p> <p>5.2 Demonstration with questioning</p> <p>5.3 Observation with questioning</p>
6. Context of assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated work setting.</p>

UNIT OF COMPETENCY : **WASH AND IRON CLOTHES, LINEN AND FABRIC**

UNIT CODE : **HCS323310**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform home management by providing clean, safe environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Check and sort clothes, linens and fabrics	1.1 Soiled clothes, linen and fabrics are sorted according to texture, color, size and defects. 1.2 Sorted items are prioritized according to the cleaning process required ad the urgency of the item. 1.3 Defective clothing, linen and fabric are sewn/darned using appropriate threads and stitches.
2. Remove stains	2.1 Personal protective paraphernalia are worn in accordance with standard operating procedures (SOPs). 2.2 Stain removing agents and chemicals are used in accordance with manufacturer’s instruction. 2.3 Stains are treated and removed using correct chemicals or agents. 2.4 All stain removing agents and chemicals are stored following safety procedures.
3. Prepare washing equipment and supplies	3.1 Laundry area is cleaned and made ready at all times. 3.2 Laundry supplies and materials are prepared and made available at all times. 3.3 Washing machine is checked and prepared for operation per manual procedures.
4. Perform laundry	4.1 Correct laundry method is selected as per SOPs. 4.2 Clothes, linen and fabric are washed according to the labeling codes and washing instructions. 4.3 Laundry equipment is used in accordance with manufacturer’s instruction. 4.4 Clothing, linen and fabric are freed from stain, dirt and unpleasant odor after washing based on procedures. 4.5 Washed clothes, linen and fabric are sun-dried/machine dried as per instructions. 4.6 Dried clothes, linen and fabric are freed from unpleasant odor and static cling. 4.7 Washing area is cleaned in accordance with safety and health procedures. 4.8 Equipment is cleaned after use in accordance with

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
	<p>manufacturer's instructions.</p> <p>4.9 All cleaning materials and equipment are stored following safety procedures.</p> <p>4.10 Routine maintenance is carried out or arranged as per standard operating procedures.</p>
5. Dry clothes, linen and fabric	<p>5.1 Washed clothes, linen and fabric are dried according to procedures.</p> <p>5.2 Drying machine is prepared according to procedure.</p> <p>5.3 Dried clothes, linen and fabric are removed when dryer bell rings or stops to prevent wrinkles and to minimize need for ironing.</p> <p>5.4 Clothes, linen and fabric are dried without wrinkles according to procedures.</p>
6. Iron clothes, linens and fabrics	<p>6.1 Ironing is done in accordance to the standard procedures</p> <p>6.2 Ironed clothes, linens and fabrics are folded, placed in a hanger and stored in designated cabinets as per instructions.</p> <p>6.3 <i>Ironing equipment and materials</i> are stored in the appropriate area following safety procedures.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sorted Items	1.1 Soiled/Defective Clothes 1.2 Linen 1.3 Fabrics
2. Personal Protective Paraphernalia	2.1 Gloves 2.2 Apron
3. Stains	3.1 Coffee 3.2 Cola 3.3 Cordial 3.4 Chewing Gum 3.5 Food 3.6 Mud/Dirt 3.7 Grease 3.8 Blood 3.9 Fruit Stains 3.10 Wine
4. Stain	4.1 Acid Cleaners 4.2 Alkali Cleaners 4.3 Chlorine Bleach 4.4 All-Purpose Detergent
5. Laundry Area	5.1 Washers 5.2 Dryers 5.3 Clothesline 5.4 Clothes Pins 5.5 Clothespin Bag 5.6 Clothes Rack for Indoor Drying
6. Laundry Supplies and Materials	6.1 Sorting Baskets/Shelves 6.2 Hangers 6.3 Stain Removing Agents 6.4 Fabric Softener 6.5 Chlorine Bleach 6.6 Laundry Bag 6.7 Laundry Basket

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Checked and sorted soiled clothes, linen and fabric. 1.2 Removed stains. 1.3 Prepared washing equipment and supplies 1.4 Performed laundry. 1.5 Dried clothes, linen and fabric. 1.6 Ironed clothes, linen and fabric.
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> 2.1 Procedures in Sorting Laundry 2.2 Principles and Procedures in Darning Holes and Tears 2.3 Hygiene, Health and Safety issues Specific to Laundry Operations 2.4 Types/Uses and Handling of Laundry Chemicals 2.5 Principles and Procedures in Removing Stains 2.6 Types/Uses of Stain Removing Agents 2.7 Language Label (Fabric and Garments Labels) 2.8 Types and Characteristics of Clothes, Linen and Fabric 2.9 Standard Procedures in Checking and Preparing Washing Machine 2.10 Procedures in Preparing Laundry Supplies and Materials 2.11 Preparing Mixtures or Bleaching Solutions 2.12 Types and Uses of Washing Machines and Dryers 2.13 Principles and Procedures in Washing, Drying and Ironing Clothes, Linen and Fabric 2.14 Hygiene, Health and Safety Issues of Specific Relevance to Laundry Operations 2.15 Maintenance of Laundry Area 2.16 Procedures in Drying Clothes, Linen and Fabric 2.17 Procedures in Ironing Clothes, Linen and Fabric 2.18 Types/Uses of Ironing Equipment, Tools and Paraphernalia 2.19 Procedures in Storing Clothes, Linen and Fabric 2.20 Basics of Pressing 2.21 Types and Uses of Irons, Ironing Boards and Ironing Accessories 2.22 Types and Use of Hangers 2.23 Folding Method and Techniques 2.24 Pressing Procedures
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Checking and sorting soiled clothes, linen and fabric 3.2 Removing Stains 3.3 Preparing washing equipment and supplies 3.4 Performing laundry 3.5 Drying clothes, linen and fabric 3.6 Ironing clothes, linen and fabric
4. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Facilities, equipment, supplies and materials relevant to the unit of competency
5. Method of Assessment	<p>Competency maybe assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test 5.2 Demonstration with questioning 5.3 Observation with questioning
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

UNIT OF COMPETENCY : **PREPARE HOT AND COLD MEALS/FOOD**

UNIT CODE : **HCS323311**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in cooking basic hot food and cold meals. It includes preparation of ingredients, cooking meals and dishes according to recipes, present, prepare cooked dishes/sauces, preparation of appetizers, butter designs, desserts, salads, sandwiches, sauces, dressing garnishes and preparing centers pieces.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare ingredients according to recipes	1.1 Ingredients are purchased in accordance with purchase list. 1.2 “Mise en place” is checked as per SOPs. 1.3 Thawing is prepared according to thawing procedures. 1.4 Meat are prepared according to procedures and prescribed recipe. 1.5 Vegetables are prepared according to the manner of preparation . 1.6 Seafood are prepared according to method of preparation .
2. Cook meals and dishes according to recipes	2.1 Soup is cooked as per menu . 2.2 Vegetable dishes are cooked according to recipe. 2.3 Meat dishes are cooked according to culinary Method . 2.4 Poultry and game dishes are cooked according to recipe . 2.5 Sea food dishes are cooked according to recipe 2.6 Egg dishes are cooked according to client’s preference 2.7 Pasta grain and farinaceous dishes are cooked according to recipe
3. Present cooked dishes	3.1 Serving portion is standardized. 3.2 Presentation of cooked dishes are developed and corrected in accordance with SOPs. 3.3 Food quality is maintained and checked as per SOPs. 3.4 Time and temperature condition of foods is ensured before serving based on freezing temperature.
4. Prepare sauces, dressings and garnishes	4.1 Materials, equipment/utensils are prepared prior to preparation of sauces, dressings and garnishes as per SOPs. 4.2 Sauces, garnishes, hot and cold dressing are prepared as per SOPs.
5. Prepare Appetizers	5.1 D’oeuvres are prepared according to requirement and preference of client. 5.2 Canape’s are prepared according to requirement for preference of client. 5.3 Finger foods are prepared according to requirement or preference of client.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
6. Prepare desserts and salads	6.1 Materials, equipment/utensils used for cooking are prepared as per SOPs. 6.2 Sherbets, ices and ice cream are prepared in accordance with prescribed procedures. 6.3 Fruit desserts are prepared as per prescribed procedures. 6.4 Pastry desserts are prepared as per prescribed procedures. 6.5 Mousse is prepared as per prescribed procedures. 6.6 Cold salads and molded salads are prepared as per prescribed procedures.
7. Prepare sandwiches	7.1 Hot sandwiches are prepared as per SOPs. 7.2 Cold dressings are prepared as per SOPs. 7.3 Hot sauces are prepared as per SOPs. 7.4 Cold sauces are prepared as per SOPs.
8. Store excess foods and ingredients	8.1 Unconsumed food are stored according to procedures. 8.2 Excess ingredients are stored according to client's requirement. 8.3 Proper method of refrigeration and proper storing of dry food is implemented as per SOPs. 8.4 Wet and dry food ingredients are properly stored as per SOPs.
9. Convert unconsumed cooked food	9.1 Unconsumed cooked food is converted/transformed into new dishes as per SOPs. 9.2 Unconsumed cooked food is store/frozen at temperature of zero degrees and in accordance with SOPs. 9.3 Packed/wrapped uncooked food are frozen at zero degrees F temperature and in accordance with SOPs. 9.4 Packed/wrapped food for storage is prepared as per SOPs. 9.5 Uncooked food is maintained at proper temperature and as per SOPs.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Ingredients	May include but not limited to the following: 1.1 Meat 1.2 Vegetable 1.3 Seafood 1.4 Poultry and Game 1.5 Stock 1.6 Cold Food 1.7 Condiments 1.8 Milk 1.9 Dairies 1.10 Cereals 1.11 Flour 1.12 Butter Sauces 1.13 Fruits
2. Mis en Place	2.1 Ingredients 2.2 Pans 2.3 Utensils 2.4 Plates/Serving Pieces
3. Thawing	3.1 Soaking 3.2 Unfreezing
4. Vegetable Ingredient Preparation	4.1 Skin, Peel, Pare 4.2 Chop, Slice, Shred, Cube 4.3 Wedge, Grate, Pure 4.4 Core, Quarter
5. Vegetable Dishes Preparation	5.1 Boiling, Blanching 5.2 Sauteing 5.3 Braising 5.4 Gratinating 5.5 Roasting/Baking
6. Seafood Ingredient Preparation	6.1 Chop, Slice 6.2 Fillet 6.3 Mince, Shred 6.4 Peel, Dice, Blanch 6.5 Marinate, Poach
7. Seafood Dishes Preparation	7.1 Boiling, Steaming 7.2 Sauteing 7.3 Deep Frying, Pan Frying 7.4 Poaching 7.5 Grilling 7.6 Baking
8. Soup Preparation	8.1 Sauteing 8.2 Simmering
9. Meat Ingredient Preparation	9.1 Slice, Chop 9.2 Debone 9.3 Dice, Mince 9.4 Marinate
10. Meat Dishes Preparation	10.1 Boiling, Steaming, Simmering, Stewing 10.2 Frying (deep, pan, stir) 10.3 Sauteing 10.4 Roasting, Baking, Browning

VARIABLE	RANGE
	10.5 Pressurize Cooking 10.6 Poaching, Blanching, Braising 10.7 Broiling, Grilling
11.Poultry Ingredient Preparation	11.1 Deboned 11.2 Chop, Slice 11.3 Dice, Shred, Cube 11.4 Mince, Skin 11.5 Marinate
12.Poultry Dishes Preparation	12.1 Boiling, Simmering, Stewing 12.2 Frying (deep, pan, stir) 12.3 Sauteing 12.4 Braising, Grilling, Roasting 12.5 Barbecuing, Baking
13.Egg Dishes Preparation	13.1 Boiling 13.2 Frying 13.3 Poaching 13.4 Basting 13.5 Baking
14.Pasta Grain and Farinaceous Dishes Preparation	14.1 Boiling 14.2 Steaming 14.3 Poaching 14.4 Sauteing 14.5 Gratinating 14.6 Baking
15. Hors D'oeuvres Preparation	15.1 Peel, Pare, Slice, Shred, Cubes 15.2 Blanch, Boiled, Steam 15.3 Marinate, Seasoned
16. Sweet Sauces	16.1 Sugar Syrups 16.2 Fruit Syrups 16.3 Fruit Purees, Sauces and Coulis 16.4 Chocolate-Based Sauces 16.5 Custard and Cremes 16.6 Flavoured Butters and Creams

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> 1.1 Prepared ingredients according to recipes. 1.2 Cooked meals and dishes according to recipes. 1.3 Presented cooked dishes. 1.4 Prepared appetizers. 1.5 Prepared sauces, dressings and garnishes. 1.6 Prepared desserts and salads. 1.7 Prepared sandwiches. 1.8 Stored excess foods and ingredients. 1.9 Converted unconsumed cooked and uncooked food.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Food Theory 2.2 Materials Specifications and Uses 2.3 Tools and Equipment: Uses and Specifications 2.4 Codes and Regulations <ul style="list-style-type: none"> 2.4.1 Pertinent food and drink sanitation laws, rules and regulations 2.5 Maintenance Operation 2.6 Balance Diet 2.7 Nutrition 2.8 Serving 2.9 Safe Work Practices and First Aid Regulations 2.10 Personal Hygiene 2.11 Providing Safe Food 2.12 Food and Safety Hazard 2.13 Safe Food Handling 2.14 Food Costing and Portioning 2.15 Food Storage 2.16 Method of Preparing Salad 2.17 Handling of Kitchen Equipment
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Cooking Method 3.2 Handling of Kitchen Equipment 3.3 Proper Storing 3.4 Food Costing and Portioning
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Facilities, equipment, supplies and materials relevant to the unit of competency
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test 5.2 Demonstration with questioning 5.3 Observation with questioning
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

SECTION 3 TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **CAREGIVING NC II**.

This includes information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities and trainers qualification and institutional assessment.

3.1 CURRICULUM DESIGN

Course Title: **CAREGIVING**

NC Level: **NC II**

Nominal Training Duration: **786 HRS.**

Course Description:

This course is designed to enhance the knowledge, skills and attitudes of Caregivers in accordance with industry standards. It covers basic, common and core competencies in NC II.

BASIC COMPETENCIES (18 Hours)

UNIT OF COMPETENCY	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT APPROACH
1. Participate in workplace communication	1.1 Obtain and convey workplace information 1.2 Complete relevant work related documents 1.3 Participate in workplace meeting and discussion	<ul style="list-style-type: none">• Group discussion• Interaction	<ul style="list-style-type: none">• Demonstration observation• Interviews/• Questioning
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team 2.2 Describe work as a team member	<ul style="list-style-type: none">• Discussion• Interaction	<ul style="list-style-type: none">• Demonstration• Observation• Interviews/• Questioning
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals 3.2 Set and meet work priorities 3.3 Maintain professional growth and development	<ul style="list-style-type: none">• Group discussion• Interaction	<ul style="list-style-type: none">• Demonstration observation• Interviews/• Questioning
4. Practice occupational health and safety	4.1 Evaluate hazard and risks 4.2 Control hazards and risks 4.3 Maintain occupational health and safety awareness	<ul style="list-style-type: none">• Discussion• Plant Tour• Symposium	<ul style="list-style-type: none">• Observation• Interviews

COMMON COMPETENCIES
(18 Hours)

UNIT OF COMPETENCY	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT APPROACH
1. Implement and monitor infection control policies and procedures	1.1 Provide information to the work group about the organization's infection control policies and procedures. 1.2 Integrate the organization's infection control policy and procedure into work practices. 1.3 Monitor infection control performance and implement improvements in practices	<ul style="list-style-type: none"> • Lecturette • Brainstorming 	<ul style="list-style-type: none"> • Observation and oral questioning • Grid question • Practical exercise
2. Respond effectively to difficult/challenging behavior	2.1 Plan and respond to emergencies. 2.2 Report and review incidents.	<ul style="list-style-type: none"> • Lecturette • Brainstorming 	<ul style="list-style-type: none"> • Observation and oral questioning • Grid question • Practical exercise
3. Apply basic first aid	3.1 Assess the situation. 3.2 Apply basic first aid techniques. 3.3 Communicate details of the incident.	<ul style="list-style-type: none"> • Lecturette • Brainstorming 	<ul style="list-style-type: none"> • Observation and oral questioning • Grid question • Practical exercise
4. Maintain high standard of patient services	4.1 Communicate appropriately with patients. 4.2 Establish and maintain good interpersonal relationship with patients. 4.3 Act in a respectful manner at all times. 4.4 Evaluate own work to maintain a high standard of patient service.	<ul style="list-style-type: none"> • Lecturette • Brainstorming 	<ul style="list-style-type: none"> • Observation and oral questioning • Grid question • Practical exercise

CORE COMPETENCIES
(750 Hours)

COMPETENCY	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT APPROACH
1. Provide care and support to infants /toddlers	1.1 Explain the concepts and principles of caring, growth and development of infants/toddlers 1.2 Prepare infants / toddlers for taking vital signs, bathing and dressing 1.3 Clean, sterilize feeding bottles and prepare milk formula 1.4 Prepare and introduce adequate nutrition and semi-solid food. 1.5 Prepare infant / toddlers crib.	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • demonstration • observation
2. Provide care and support to children	2.1 Explain the importance of instilling personal hygiene practices to children 2.2 Maintain children's paraphernalia 2.3 Prepare children for taking vital sign, bathing and dressing 2.4 Perform after care activities for materials and paraphernalia 2.5 Determine nutritional food requirements of children	<ul style="list-style-type: none"> • Discussion • Demonstration • Brainstorming 	<ul style="list-style-type: none"> • Demonstration • observation • Questioning
3. Foster social, intellectual, creative and emotional development of children	3.1 Explain the concepts and principles of social, intellectual, creative and emotional development of children (3-12 yrs. Old)	<ul style="list-style-type: none"> • Discussion • Role play • Brainstorming 	<ul style="list-style-type: none"> • Questioning • Demonstration • Observation
4. Foster physical development of children	4.1 Explain the concepts and principles of physical development of children 4.2 Explain the importance of healthy sleeping patterns and practices 4.3 Perform physical activities	<ul style="list-style-type: none"> • Discussion • Role play • Brainstorming • Demonstration 	<ul style="list-style-type: none"> • Questioning • Observation • Demonstration
5. Provide care and support to elderly	5.1 Explain the concepts and principles of basic nursing care of the elderly 5.2 Identify appropriate physical, emotional, spiritual and intellectual needs.	<ul style="list-style-type: none"> • Discussion • Brainstorming 	<ul style="list-style-type: none"> • Observation • Questioning

COMPETENCY	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT APPROACH
	5.3 Provide assistance in promoting the appropriate needs for roles, responsibilities, rights, freedom and activities of elderly. 5.4 Provide adequate nutrition and elimination		
6. Provide care and support to people with special needs	6.1 Identify and explain the needs of people with special needs 6.2 Identify personal care and assistance needed for daily living 6.3 Establish and maintain appropriate relationship 6.4 Provide appropriate support for people with special needs 6.5 Assist in oral and written communication 6.6 Provide adequate nutrition and elimination for people with special needs	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
7. Maintain a healthy and safe environment	7.1 Explain the concepts and principles in maintaining a clean and therapeutic environment 7.2 Explain the procedure in maintaining a clean and therapeutic environment 7.3 Assist client in implementing a safe and therapeutic environment	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Demonstration questioning
8. Respond to emergency	8.1 Discuss signs and symptoms of various illnesses and diseases 8.2 Identify and explain appropriate first aid and basic emergency procedure 8.3 Explain the procedures in implementing infection control prevention 8.4 Identify the appropriate procedures in medicine administration 8.5 Identify dangerous, hazardous and threat to safety and well being 8.6 Perform first aid procedures	<ul style="list-style-type: none"> • Discussion • Demonstration • Simulation • Video viewing 	<ul style="list-style-type: none"> • Demonstration questioning

COMPETENCY	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT APPROACH
9. Clean living room, dining room, bedroom, toilet and bathroom	9.1 Explain the principles and proper procedures in cleaning and polishing (living room, bedroom, bathroom, and kitchen) 9.2 Clean and sanitize toilet and bathroom 9.3 Identify different kinds of cleaning agent 9.4 Make up beds and cots. (open and closed bed) 9.5 Maintain a clean environment 9.6 Perform after care activities of materials and equipment	<ul style="list-style-type: none"> • Discussion • Demonstration • Video viewing 	<ul style="list-style-type: none"> • Demonstration questioning
10. Wash and iron clothes, linens and fabrics	10.1 Explain the principles and procedures in washing and ironing clothes 10.2 Explain the procedures in operating tools and equipment 10.3 Perform laundry 10.4 Iron clothes, linens and fabrics 10.5 Perform after care activities of materials and equipment	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Demonstration questioning
11. Prepare hot and cold meals	11.1 Explain the procedures in preparing hot and cold meals 11.2 Prepare hot and cold meals 11.3 Prepare appetizers, sauces, dressings and garnishes 11.4 Cook meals and dishes according to recipe/ dietary requirements 11.5 Set table and serve cooked dishes 11.6 Perform after care activities of materials and equipment 11.7 Demonstrate personal good grooming and hygiene 11.8 Demonstrate clear and effective communication on the job. 11.9 Maintain professionalism at the workplace	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Demonstration questioning

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.
- Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applicants.

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students should possess the following requirements:

- can communicate both in oral and written;
- physically and mentally fit;
- with good moral character; and
- can perform basic mathematical computation.

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

CAREGIVING NC II

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

TOOLS		EQUIPMENT		MATERIALS	
Qty	Description	Qty	Description	Qty	Description
2 pcs.	Airpot (Hot Water)	1 pc.	Bed Ordinary	2 btls.	Alcohol
1 pc.	Skillet	1 pc.	Bed surgical	2 packs	All purpose detergent soap
5 sets	Garbage bin (biodegradable and non-biodegradable)	2 units	Blender / juicer	2 pcs.	Baby oil
2 pcs.	Urinal	2 pcs.	Bp apparatus, aneroid	10 pcs.	Soap
12 pcs.	Basin (small)	2 pcs.	Bp apparatus, mercurial	5 pcs.	Feeding bottles w/ cover and nipples
1 pc.	Baby bath tub	1 unit	Coffee maker	4 pcs.	Bib and baby layettes
12 pcs.	Flat sheet	1 pc.	Crib	1 gal.	Bleaching solution
12 pcs.	Gloves -household	1 unit	Dish washer w/ drier	1 pack/ each	Coffee, Cream and sugar
1 box	Gloves - surgical	1 unit	Food processor	1 packs	Cotton buds
12 pcs.	Face towel/ towelette	2 pcs.	Flat iron with ironing board	1 set	Condiments
12 pcs.	Bath towel/ towelette	1 unit	Microwave oven - digital	1 gal.	Fabrics softener
4 pcs.	Blanket	1 units	Oven (electric, gas)		Food items use for preparing meals
4 pcs.	Comforter	25 pcs.	Chairs with arm	1 pack	Diaper (child and adult)
2 pcs.	Bedpan	1 unit	Dining set	1 gal.	Liquid soap (cleaning bottles)
2 pcs.	Bottle brush (cleaning feeding bottles)	2 pcs.	White board	1 kilo	Infant formula
2 pcs.	Burping cloth	1 unit	OHP/LCD*	6 packs	Table napkins
5 pcs.	Baby clothes	1 unit	Computer w/ printer	2 pcS.	Table cloth

TOOLS		EQUIPMENT		MATERIALS	
Qty	Description	Qty	Description	Qty	Description
5 pcs.	Baby blanket	1 unit	Refrigerator	1 pack	Garbage bags
1 pc.	Carpet 4 ft. x 8 ft.	1 pc.	Sphygmoma- nometer	2 sets/ each	Bathing paraphernalia (adult and child)
1 pc.	Clothes brush	1 pc.	Bottle Sterilizer, electric	TRAINING MATERIALS/ REFERENCES	
1 pc.	Clothes humper	1 pc.	Stethoscope		
1 pc.	Clothes rack	1 unit	Stove		1. Mother and Care Baby
2 each	Clothes, linen and fabrics for laundry	1 unit	Operational telephone unit		2. Infant Care Feeding
1 set	China ware	10 sets	Thermometer (Oral, rectal, Axilla, Tympanic)		3. Story books e.g. Cinderela, snow white, etc.
1 set	Cooking utensils	1 unit	Bread toaster		4. Geriatrics A Study of Maturity
5 pcs.	Cutting board	1 unit	Washing machine – Heavy Duty		5. Complete Early Childhood
1 set	Cutlery	1 unit	Drier		6. Baby Play
1 pc.	Electric knife	1 pc.	Weighing scale		7. Fundamentals of Nursing
1 pc.	Electric opener	1 pc.	Wheel chair		8. Cookbook
10 pcs.	Gown (hospital)	1 unit	Vacuum cleaner – Heavy Duty		9. Toddler Play
1 pc.	Hot water bag	1 pc.	Commode		10. Care of the Adult
1 pc.	Ice cap	1 pc.	Cane or walker		11. First Aid Book
1 pc.	Kettle	1 pc.	High chair/ booster seat/ portable seat		12. Cleaning of Different Areas of the house
1 set	Pots and pan	1 unit	Dressing trolley w/ <ul style="list-style-type: none">• cotton balls• medicine glass• thermometer• wound dressing set	1 set/ each	TOYS
10 pcs.	Pot holder				13. Crayons 14. Play Dough 15. Shape sorter 16. Coloring Book
2 pcs.	Apron	1 set	First aid kit		17. Musical Mobile
1 set	Crutches (adjustable)	1 each	Dummy (baby and adult) ** - use for bathing		18. Push & pull toys
1 set	Grooming kit (hairbrush, comb, nail cutter, nail brush)	1 each	Dummy for CPR (infant, child and adult) **		19. Toys (assorted), games and accessories
5 pcs.	Hand towel	OFFICE EQUIPMENT/ FURNITURE			TAPES/DISC
1 set	Feeding utensils (Child and adult)	1 unit	Fax machine		20. CPR (Infant, Child and Adult)
1 set	Measuring cup	1 unit	Television		21. Artificial Resp. (Infant, Child and

TOOLS		EQUIPMENT		MATERIALS	
Qty	Description	Qty	Description	Qty	Description
					Adult)
1 unit	Medical tray	1 unit	VHS/CD/DVD Player		22. Fracture
1 set	Mixing bowl	1 set	Sofa set		23. Sprained Ankle
4 pcs.	Pail				24. Burns
5 pcs.	Peeler				25. Child safety: films about playing and safe
1 pc.	Pick up forcep				26. Multiple Casualty Management
12 pcs.	Pillow case				
8 pcs.	Pillow				
1 unit	Portable mixer				
1 unit	Potato masher				
2 pcs.	Record book				
6 pcs.	Rubber sheets				
1 set	Silver ware				
10 pcs.	Soap dish				
1 pc.	Tong (plastic/ rubber)				

* Optional

** Multipurpose or conventional

3.5 TRAINING FACILITIES

Caregiving NC II

The Caregiving Learning Facility must be of concrete structure. Based on a class intake of 25 students/trainees, the space requirements for the teaching / learning and curriculum areas are as follows.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Administration Office			
Demonstration Room			
- Child care		30 sq. m.	30 sq. m.
- Home Management		60 sq. m.	60 sq. m.
- Elderly Care		30 sq. m.	30 sq. m.
- Care for people with special needs		30 sq. m.	30 sq. m.
Academic room		30 sq. m.	30 sq. m.
Study room/Learning Resource Center			
Clinic			
Separate restrooms for female and male			
Library holdings must not be less than five (5) titles related and for each title at least 3 copies each			
Total workshop area:			180 sq. m.

3.6 TRAINER'S QUALIFICATIONS

CAREGIVING_NC II

TRAINER QUALIFICATION I (TQ II)

- Must be a holder of NC III
 - Must have undergone training on Training Methodology II (TM II)
 - Must be physically and mentally fit
 - *Must have at least 2-3 years job/industry experience on supervisory/managerial level
- * Optional. Only when required by the hiring institution.

Reference: TESDA Board Resolution No. 2004-03

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement may be issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1 To attain the National Qualification of Caregiving NC II, the candidate must demonstrate competence through project-type assessment covering all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2 The qualification of Caregiving NC II may be attained through –
- 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas –
- 4.2.1.1 Providing care and support for infants, toddlers and children
- Provide care and support to infants/toddlers
 - Provide care and support to children
 - Foster, social, intellectual, creative and emotional development of children
 - Foster the physical development of children
 - Maintain healthy and safe environment
 - Respond to emergency
 - Clean living room, dining room, bedrooms, toilet and bathroom
 - Wash and iron clothes, linen and fabric
 - Prepare hot and cold meals
- 4.2.1.2 Providing care and support for the elderly and people with special needs
- Provide care and support to elderly
 - Provide care and support to people with special needs
 - Maintain healthy and safe environment
 - Respond to emergency
 - Clean living room, dining room, bedrooms, toilet and bathroom
 - Wash and iron clothes, linen and fabric
 - Prepare hot and cold meals
- 4.2.2 Demonstration of competence through project-type assessment covering all required units of qualification.
- 4.3 Assessment shall focus on the units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.4 The following are qualified to apply for assessment and certification:
- 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs.
- 4.4.2 Experienced workers (wage employed or self-employed).
- 4.5 Reassessment is allowed only after one month from the date of assessment. Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.
- 4.6 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.

- 4.7 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessor.
- 4.8 Only accredited competency assessors are allowed to conduct competency assessment, however trainers who are accredited competency assessors are not allowed to assess their trainees.
- 4.9 Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center.
- 4.10 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.

COMPETENCY MAP CAREGIVING NC II

BASIC COMPETENCIES	Participate in workplace communication	Work in team environment		
	Practice career professionalism	Practice occupational health and safety procedures		
COMMON COMPETENCIES	Implement and monitor infection control policies and procedures	Respond effectively to difficult/ challenging behavior	Apply basic first aid	Maintain high standard of patient services
	Provide care and support to infants/toddlers	Provide care and support to children	Foster social, intellectual, creative and emotional development of children	Foster the physical development of children
CORE COMPETENCIES	Provide care and support to elderly	Provide care and support to people with special needs	Maintain healthy and safe environment	Respond to emergency
	Clean living room, dining room, bedrooms, toilet and bathroom	Wash and iron clothes, linen and fabric	Prepare hot and cold meals	

ACKNOWLEDGEMENT

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

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

ALFREDO P. PALMIERY
Concorde International Services

EDWARD B. MALZAN
Primacare Training Development Center

EVARISTO A. TECSON
Philippine Association of Service Exporters, Inc.
(PASEI)

JULIE V. KALLAL
SICES Philippines, Inc.

- The Industry Experts who developed the Competency Standard

ANNETTE M. DOMINGUEZ
SICES Philippines, Inc.

CARMELINA R. SALAZAR
AAC Human Resource Training Center

TERESITA A. LLAMAS
AAC Human Resource Training Center

ANGELINA J. SUBANG
Marian Care International Corporation

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

ROLANDO J. TALAG
Golden Miles Foundation and Training Center
International

- The ADHOC Committee who reviewed the Standard

ENGR. ZENAIDA G. GORDON
Chairperson

MR. ISIDRO ANTONIO C. ASPER
Member

MR. RENE LUIS TADLE
Member

DR. TERESITA U. QUIRINO
Member

DR. NONA S. RICAFORT
Member

MS. CONCEPCION G. DODD
Member

- The Quality Assurance Committee

ATTY. RANULFO P. PAYOS
Chairperson

DR. ALBERTO VICTOR P. FENIX
Member

MR. RENE LUIS TADLE
Member

DR. TERESITA U. QUIRINO
Member

DR. NONA S. RICAFORT
Member

MS. CONCEPCION G. DODD
Member

List of Published Training Regulations

- Animal Production NC II
- Aquaculture NC II
- Automotive Body Painting/Finishing NC II
- Automotive Body Repair NC II
- Automotive Engine Rebuilding NC II
- Automotive Servicing NC II
- Bartending NC II
- Building Wiring Installation NC II
- Carpentry NC II
- Commercial Cooking NC II
- Computer Hardware Servicing NC II
- Deck Seafaring NC II
- Dressmaking NC II
- Driving NC II
- Engine Seafaring NC II
- Food and Beverage Services NC II
- Footwear Making NC II
- Heavy Equipment Operation NC II
- Horticulture NC II
- Household Services NC II
- Housekeeping NC II
- Machining NC II
- Masonry NC II
- Motorcycle and Small Engine Servicing NC II
- Caregiving NC II**
- Plumbing NC II
- Pyrotechnics NC II
- RAC Servicing NC I
- RAC Servicing NC II
- Security Services NC II
- Tailoring NC II
- Tour Guiding Services NC II
- Transport RAC Servicing NC II
- Travel Services NC II
- Welding NC II

These materials are available in both printed and electronic copies.

For more information please contact:

Technical Education and Skills Development Authority (TESDA)

Telephone Nos.: 893-8303, 893-2139; 817-4076 to 82 loc. 615 to 617

or visit our website: www.tesda.gov.ph