TRAINING REGULATIONS

COMMUNITY NUTRITION SERVICES NC II

HUMAN HEALTH / HEALTH CARE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, 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 skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

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

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

Each TR has four sections:

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

Section 2   **Competency Standards** gives the specifications of competencies required for effective work performance.

Section 3   **Training Arrangements** contains information and requirements in designing training program for certain qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment, and materials; training facilities; trainer qualifications; and institutional assessment.

Section 4   **Assessment and Certification Arrangements** describes the policies governing assessment and certification procedures.

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TRAINING REGULATIONS FOR
COMMUNITY NUTRITION SERVICES NC II

SECTION 1 DEFINITION OF QUALIFICATION

The **COMMUNITY NUTRITION SERVICES NC II** Qualification consists of required competencies to conduct assessment of the nutritional status of children under five years old, assist the *Barangay* Nutrition Committee in performing its functions, assist in the delivery of nutrition and related services, promote adoption of positive nutrition behaviors, and monitor and evaluate community nutrition programs.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovations
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

Unit Code	COMMON COMPETENCIES
HHC321201	Implement and monitor infection control policies and procedures
HHC321202	Respond effectively to difficult/challenging behavior
HHC321203	Apply basic first aid
HHC321204	Maintain high standard of patient/client services

Unit Code	CORE COMPETENCIES
HHC226301	Assess the nutritional status of children under five years old
HHC226302	Assist the *Barangay* Nutrition Committee perform its functions
HHC226303	Assist in the delivery of nutrition and related services
HHC226304	Promote adoption of positive nutrition behaviors
HHC226305	Monitor and evaluate community nutrition programs

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

- ❑ *Barangay* **Nutrition Scholar**
- ❑ **Community Nutrition Services Worker**

SECTION 2 COMPETENCY STANDARD

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

BASIC COMPETENCIES

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

UNIT CODE : **400311210**

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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Applying basic business writing skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.9 Applying interpersonal skills in the workplace 1.10 Performing active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instruction is followed based on established procedures 2.3 Feedback is given to workplace supervisor-based instructions/ information received 2.4 **Workplace interactions** are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from **appropriate sources** 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Applying basic questioning/ querying 2.9 Applying skills in reading for information 2.10 Applying skills in locating
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 is recorded on standard	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	workplace forms and documents 3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Applying Effective record keeping skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Workplace interactions	May include: 4.1. Face-to-face 4.2. Telephone 4.3. Electronic and two-way radio 4.4. Written including electronic means, memos, instruction and forms 4.5. Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1. HR/Personnel forms, telephone message forms, safety reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using workplace communication equipment/systems 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting formal or informal communication
2. Resource Implications	The following resources should be provided: 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test 3.4 Third-party report
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or through an accredited institution

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

UNIT CODE : **400311211**

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KN1OWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The *role and objective of the team* is identified from available *sources of information* 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available *sources of information* 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context*	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KN1OWLEDGE	REQUIRED SKILLS
	3.3 Protocols in reporting are observed based on standard company practices 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives		3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include but not limited to: 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	May include but not limited to: 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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Worked 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
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Role play involving the participation of individual member to the attainment of organizational goal 3.2 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.3 Socio-drama and socio-metric methods 3.4 Sensitivity techniques 3.5 Written Test
4. Context for Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : **SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

UNIT CODE : **400311212**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine ***problems or procedural problem*** areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, *documented*, ranked and presented to *appropriate person* for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are *planned* 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include but not limited to: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include but not limited to: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include but not limited to: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include but not limited to: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined the root cause of a routine problem 1.2 Identified solutions to procedural problems. 1.3 Produced documentation that recommends solutions to problems. 1.4 Followed established procedures. 1.5 Referred unresolved problems to support persons.
2. Resource Implications	2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY   :   DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE   :   **400311213**

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills, and attitudes in managing one's emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 ***Self-management strategies*** are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and ***unpleasant situation*** in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setback and frustrations and other negative emotions and unpleasant situations in the workplace
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis,	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision-making strategies and feedback from peers and teachers are predicted	Conclusion, and Action plan)	showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include but not limited to: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include but not limited to: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	The following resources should be provided: 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability issues 3.3. Third-party report
4. Context for Assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : **CONTRIBUTE TO WORKPLACE INNOVATIONS**

UNIT CODE : **400311214**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovations.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1 ***Opportunities for improvement*** are identified proactively in own area of work 1.2 ***Information*** are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea	1.1 Roles of individuals in suggesting and making improvements 1.2 Positive impacts and challenges in innovation 1.3 Types of changes and responsibility 1.4 Seven habits of highly effective people	1.1 Identifying opportunities to improve and to do things better involvement 1.2 Identifying the positive impacts and the challenges of change and innovation 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 ***People who could provide input*** to ideas for improvements are identified 2.2 Ways of approaching people to begin sharing ideas are selected 2.3 Meeting is set with relevant people 2.4 Ideas for follow up are review and selected based on feedback 2.5 ***Critical inquiry method*** is used to discuss and develop ideas with others	2.1 Roles of individuals in suggesting and making improvements 2.2 Positive impacts and challenges in innovation 2.3 Types of changes and responsibility 2.4 Seven habits of highly effective people	2.1 Identifying opportunities to improve and to do things better. Involvement 2.2 Identifying the positive impacts and the challenges of change and innovation 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings
3. Integrate ideas for change in	3.1 Critical inquiry method is used to integrate	3.1 Roles of individuals in suggesting and	3.1 Identifying opportunities to improve and to do

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
the workplace	different ideas for change of key people 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas 3.3 *Reporting skills* are likewise used to communicate results 3.4 *Current Issues and concerns* on the systems, processes and procedures, as well as the need for simple innovative practices are identified	making improvements 3.2 Positive impacts and challenges in innovation 3.3 Types of changes and responsibility 3.4 Seven habits of highly effective people 3.5 Basic research skills	things better involvement 3.2 Identifying the positive impacts and the challenges of change and innovation 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility 3.4 Communicating ideas for change through small group discussions and meetings 3.5 Demonstrating skills in analysis and interpretation of data

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems 1.2 Processes 1.3 Procedures 1.4 Protocols 1.5 Codes 1.6 Practices
2. Information	May include: 2.1 Workplace communication problems 2.2 Performance evaluation results 2.3 Team dynamics issues and concerns 2.4 Challenges on return of investment 2.5 New tools, processes and procedures 2.6 New people in the organization
3. People who could provide input	May include: 3.1 Leaders 3.2 Managers 3.3 Specialists 3.4 Associates 3.5 Researchers 3.6 Supervisors 3.7 Staff 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiate towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication. See our pages Verbal Communication and Effective Speaking 4.8 Listening 4.9 Reducing misunderstandings is a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations

VARIABLE	RANGE
5. Reporting skills	May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation 5.4 Coherent writing 5.5 Speaking

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified opportunities to do things better 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation 1.3 Integrated ideas for change in the workplace 1.4 Analyzed and reported rooms for innovation and learning in the workplace
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 White board 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to present data/information appropriately.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/ information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/ procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/ procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess gathered data/ information	2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information 2.3 Trends and anomalies are identified 2.4 *Data analysis techniques* and procedures are documented 2.5 Recommendations are made on areas of possible improvement	2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/information are recorded 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset 3.4 Findings are presented to stakeholders	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data analysis techniques	May include but not limited to: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/information These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2. Resource Implications	Specific resources for assessment 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Interview 3.3 Portfolio The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

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

UNIT CODE : **400311216**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant ***OSH requirements, regulations, policies and procedures*** are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to ***appropriate personnel*** 1.3 ***OSH preventive and control requirements*** are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Applying communication skills 1.2 Applying interpersonal skills 1.3 Applying critical thinking skills 1.4 Applying observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Applying Communication skills 2.2 Applying estimation skills 2.3 Applying interpersonal skills 2.4 Applying critical thinking skills 2.5 Applying observation skills 2.6 Identifying material, tool and equipment

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 *Non-compliance work activities* are reported to *appropriate personnel*	3.1 OSH work standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations 3.5 Non-compliance work activities	3.1 Applying communication skills 3.2 Applying interpersonal skills 3.3 Applying troubleshooting skills 3.4 Applying critical thinking skills 3.5 Applying observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 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 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Convey OSH work non-conformities to appropriate personnel 1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures 1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards 1.5. Execute work activities in accordance with OSH work standards 1.6. Report OSH activity non-compliance work activities to appropriate personnel
2. Resource Implications	The following resources should be provided: 2.1 Facilities, materials tools and equipment necessary for the activity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE**

UNIT CODE : **400311217**

UNIT DESCRIPTOR : This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established ***environmental work procedures***	1.1 Importance of environmental literacy 1.2 Environmental work procedures 1.3 Waste minimization 1.4 Efficient energy consumptions	1.1 Recording skills 1.2 Writing skills 1.3 Applying innovation skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Applying deductive reasoning skills 2.2 Applying critical thinking 2.3 Applying problem solving skills 2.4 Applying observation skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to ***appropriate personnel***	3.1 Appropriate Personnel to address the environmental hazards	3.1 Applying written and oral communication skills 3.2 Applying critical thinking

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.2 Environmental corrective actions	3.3 Applying problem solving 3.4 Applying observation skills 3.5 Practicing environmental awareness

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Measured required resource utilization in the workplace using appropriate techniques 1.2 Recorded data in accordance with workplace protocol 1.3 Identified causes of inefficiency and/or ineffectiveness through deductive reasoning 1.4 Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures 1.5 Report efficiency and effectives of resource utilization to appropriate personnel 1.6 Clarify feedback on information/concerns raised with appropriate personnel
2. Resource Implications	The following resources should be provided: 2.1 Workplace 2.2 Tools, materials and equipment relevant to the tasks 2.3 PPE 2.4 Manuals and references
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY	:	**PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**
UNIT CODE	:	**400311218**
UNIT DESCRIPTOR	:	This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations.

ELEMENT	**PERFORMANCE CRITERIA** *Italicized terms* are elaborated in the Range of Variables	**REQUIRED KNOWLEDGE**	**REQUIRED SKILLS**

1. Apply entrepreneurial workplace best practices	1.1 ***Good practices*** relating to workplace operations are observed and selected following workplace policy
	1.2 Quality procedures and practices are complied with according to workplace requirements
	1.3 Cost-conscious habits in ***resource utilization*** are applied based on industry standards
		1.1 Workplace best practices, policies and criteria
		1.2 Resource utilization
		1.3 Ways in fostering entrepreneurial attitudes:
		  1.3.1 Patience
		  1.3.2 Honesty
		  1.3.3 Quality-consciousness
		  1.3.4 Safety-consciousness
		  1.3.5 Resourcefulness
			1.1 Applying communication skills
			1.2 Complying with quality procedures

2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to ***appropriate person***
	2.2 Observed quality procedures and practices are communicated to appropriate person
	2.3 Cost-conscious habits in resource utilization are communicated based on industry standards
		2.1 Workplace best practices, policies and criteria
		2.2 Resource utilization
		2.3 Ways in fostering entrepreneurial attitudes:
		  2.3.1 Patience
		  2.3.2 Honesty
		  2.3.3 Quality-consciousness
		  2.3.4 Safety-consciousness
		  2.3.5 Resourcefulness
			2.1 Applying communication skills
			2.2 Complying with quality procedures
			2.3 Following workplace communication protocol

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy
	3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements
	3.3 Constructive contributions to office operations are made according to enterprise requirements.
	3.4 Ability to work within one's allotted time and finances is sustained
		3.1 Optimization of workplace resources
		3.2 5S procedures and concepts
		3.3 Criteria for cost-effectiveness
		3.4 Workplace productivity
		3.5 Impact of entrepreneurial mindset to workplace productivity
		3.6 Ways in fostering entrepreneurial attitudes:
		  3.6.1 Quality-consciousness
		  3.6.2 Safety-consciousness
			3.1 Implementing preservation and optimizing workplace resources
			3.2 Observing judicious use of workplace tools, equipment and materials
			3.3 Making constructive contributions to office operations
			3.4 Sustaining ability to work within allotted time and finances

RANGE OF VARIABLES

VARIABLE	RANGE
1.Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2.Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.

2. Resource Implications	The following resources should be provided:
	2.1 Simulated or actual workplace
	2.2 Tools, materials and supplies needed to demonstrate the required tasks
	2.3 References and manuals
	    2.3.1 Enterprise procedures manuals
	    2.3.2 Company quality policy

3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Interview 3.2 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

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

UNIT CODE : **HHC321201**

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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Provide information to the work group about the organization's infection control policies and procedures	1.1 Relevant information about the organization's infection control policy and procedures, and applicable *industry codes of practice* are accurately and clearly explained to the work group
	 1.2 Information about identified **hazards and the *outcomes of infection risk assessments*** is regularly provided to the work group
	 1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices
		1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques
		 1.2 Concepts of mode of communication
		 1.3 Reporting, documentation and use of non-verbal and verbal communication
		 1.4 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures
		 1.5 Respect for client's rights
		 1.6 Knowledge on the use of personal protective equipment
		 1.7 Basic knowledge on infectious diseases transmission
		 1.9 Principles of infection control
		    1.9.1 Frequent handwashing
			1.1 Applying effective communication and interpersonal skills
			    1.1.1 Language competence and reading competence
			    1.1.2 Negotiating skills
			    1.1.3 Intra and interpersonal skills
			 1.2 Identifying mode of communication
			 1.3 Practicing communication skills with ease
			 1.4 Applying principles of infection control
			 1.5 Using PPE (Personal Protective Equipment)
			 1.6 Identifying transmission of infectious diseases
			 1.7 Implementing OSH, infection

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(WHO Standard) 1.9.2 Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) 1.10 Use of disinfectant 1.11 Observe "Social Distancing" 1.12 Stay at home as needed 1.13 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	control, environmental and institutional rules, guidelines, policies and procedures 1.8 Operating equipment for operation 1.9 Reporting and documentation with accuracy
2. Integrate the organization's infection control policy and procedure into work practices	2.1 *Therapeutic communication* is applied to ensure implementation of infection control policy in the work place 2.2 *Infection control policies and procedures* are implemented based on established procedure 2.3 *Employer's coaching and support* ensures the individuals/teams are able to practice infection control procedures 2.4 *Safe work procedures* are adopted to reflect appropriate infection control practices in the work place 2.5 Employees are encouraged to report *hazardous and infectious risks* and to suggest improvement of infection control procedures	2.1 Use of verbal and non-verbal therapeutic communication 2.2 RA 11058 – OSH Law 2.3 RA 9008 – Ecological Solid Waste Management Act 2.4 RA 856 – Sanitation Code of the Phil. 2.5 Hazards and infectious risks 2.6 Appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) 2.7 Use of computer for documentation and reporting	2.1 Applying verbal and non-verbal communication 2.2 Implementing infection control policy and procedures 2.3 Coaching employees to ensure the practice of infection control 2.4 Adopting work procedures to reflect appropriate infection control practices 2.5 Encouraging employees to report hazards and risks in the work place 2.6 Recognizing suggestions of employees to improve infection control practices

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Monitor infection control performance and implement improvements in practices	3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures 3.2 Work procedures to control infection risks are monitored and reviewed to ensure compliance 3.3 Training in work procedures is provided as required to ensure maintenance of *infection control standards* 3.4 Inadequacies in work procedures and infection control measures are identified, corrected or reported to *designated personnel* 3.5 Records of infection control risks and incidents are accurately maintained as required 3.6 *Aggregate infection control* information reports are used to identify hazards, to monitor and improve risk control Method and to indicate training needs	3.1 Reporting, documentation and use of non-verbal and verbal communication 3.2 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 3.3 Concepts on modes of communication 3.4 RA 9003 – Ecological Solid Waste Management Act 3.5 Knowledge on the use of personal protective equipment 3.6 Basic knowledge on infectious diseases transmission 3.7 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	3.1 Using personal protective equipment 3.2 Identifying transmission of infectious diseases 3.3 Using therapeutic communication 3.4 Implementing OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 3.5 Applying effective communication and interpersonal skills 3.6 Monitoring of incidence of infection in the workplace 3.7 Reporting and documentation with accuracy

RANGE OF VARIABLES

VARIABLE	RANGE
1. Industry Codes of Practice	May include: 1.1 National Health and Medical Research Council Guidelines for infection control 1.2 Local & National Government Guidelines and Standards 1.3 Manufacturer's recommendations and operating manuals
2. Hazards and the outcomes of infection risk assessments	May include: 2.1 Sharps 2.2 Glass 2.3 Waste 2.4 Human waste and human tissues 2.5 Personal contact with infectious patients / clients 2.6 Animals, insects and vermin 2.7 Stock, including food, which has passed "used-by" dates 2.8 Incorrect concentration of disinfectants and chemicals 2.9 Cleaning procedures 2.10 Linen handling procedures 2.11 Work flows 2.12 Use of personal protective clothing 2.13 Food safety 2.14 Personal hygiene

3. Therapeutic communication	May include:
	3.1 Verbal communication
	    3.1.1 One on one dialogue
	    3.1.2 Orientation
	    3.1.3 Meeting
	    3.1.4 Conference
	3.2 Non-verbal communication
	    3.2.1 Memorandum
	    3.2.2 Minutes of the meeting
	    3.2.3 Flyers
	    3.2.4 Billboards
	    3.2.5 Journals
	    3.2.6 Warning signs and devices

4. Infection Control Policies and Procedures	May include: 4.1 Company's manual on infection control policies and procedures 4.2 COVID 19 infection control in your workplace 4.3 RA 11058 - OSH law 4.4 RA 9003 – Ecological Solid Waste Management
5. Employer's coaching and support	May include: 5.1 Provide a workplace free of hazards 5.2 Comply with OSH standard 5.3 Make sure employees have and use of safe tools and equipment and properly maintained

VARIABLE	RANGE
	5.4 Use color code poster labels and signs to warn employees of potential hazards
	5.5 Provide information that work areas, machinery and equipment are kept in a safe condition
	5.6 Provide information, training instructions and supervisions of employees so they can work safely
	5.7 Provide new employees with specialized orientation training to help them become familiar with their new work environment
6. Safe work procedures	May include:
	6.1 DOLE manual
	6.2 OSH manual
	6.3 Company's rules and regulations manual
	6.4 Job description for each employees hand outs
	6.5 Workplace safety tips
	6.5.1 Health and safety company protocol about COVID 19
	6.5.1.1 Keep oneself healthy thru vaccine, vitamins and healthy tips style
	6.5.1.2 Maintain personal hygiene
	6.5.1.3 Environmental cleaning and decontamination
	6.5.1.4 Cover mouth when coughing and sneezing
	6.5.1.5 Hands off on your nose and mouth
	6.5.1.6 Frequent handwashing and use of disinfectant
	6.5.1.7 Wear, remove and dispose PPE properly
	6.5.1.8 Always disinfect working area
	6.5.1.9 Reducing contact by observing social distancing
	6.5.1.10 Observe isolation technique if you are sick to prevent spread of infection
	6.5.2 "Five S" in workplace, its purpose and benefits
	6.5.3 Follow safety procedures
	6.5.4 Don't take shortcuts
	6.5.5 Clear up
	6.5.6 Clear and organized area
	6.5.7 Emergency exit location
	6.5.8 Be alert on the job
	6.5.9 Take regular break
	6.5.10 Be vigilant
	6.5.11 F.A. box location
	6.5.12 Immediately report incident
	6.5.13 Safe and hygiene facilities including toilet, eating area and first aid with complete contents
7. Hazardous and infectious risks	May include:
	7.1 Categories of hazard
	7.1.1 Safety

VARIABLE	RANGE
	7.1.2 Health
	7.1.3 Environment
	7.2 Classes of hazard
	7.2.1 Natural
	7.2.2 Man made
	7.2.2 Technology
	7.2.3 Behavior/attitude
	7.3 Specific hazard
	7.3.1 Mechanical
	7.3.2 Chemical
	7.3.3 Physical
	7.3.4 Biological
	7.3.5 Psychological
	7.4 Risks in the workplace
	7.4.1 Corona virus – accommodating high risk employee returning to work
	7.4.2 Ergonomics
	7.4.3 Risk examples
	7.4.3.1 Health risk (smoking)
	7.4.3.2 Exposure to computer
	7.4.3.3 Working at height
	7.4.3.4 Hazardous substances exposure
	7.4.3.5 Slips and trips
	7.4.3.6 Strain, sprain and pain
	7.5 Adapt best practices in the workplace
	7.5.1 Provide clear expectations
	7.5.2 Give people the opportunity to use their skills
	7.5.3 Encourage people to contribute ideas and get involved in decision making
	7.5.4 Reward effort
	7.5.5 Stay committed
	7.5.6 Hold regular meetings
	7.5.7 Seek cultural cohesiveness
8. Infection control standards	May include:
	8.1 Goals of infection control policy
	8.2 Basic infection control
	8.3 Main universal precautions
	8.4 Standard infection control precautions
	8.5 WHO infection prevention and control
	8.6 Data analysis
9. Designated personnel	May include:
	9.1 Medical team of the company or agency
	9.2 Support group
	9.2.1 Manager
	9.2.2 Infection Control Coordinator
	9.2.3 Quality Improvement Coordinator
	9.2.4 Infection Control Committee
	9.2.5 Occupational Health and Safety Committee

VARIABLE	RANGE
10. Aggregate infection control information	May include: 10.1 Records of needle stick injuries 10.2 Hospital-acquired infection rates 10.3 DOH healthcare standards clinical indicators 10.4 HACCP (Hazards Analysis Critical Control Point) records 10.5 Hazard reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1. Communicated with team and individuals on organizational policy and procedures for infection control
	1.2. Applied infection control policies and procedures which impact on work processes of the specific work unit
	1.3. Applied procedures for adopting appropriate infection practices within work unit
	1.4. Demonstrated appropriate handwashing technique
	1.5. Demonstrated the ability to appropriately wear, remove and dispose PPE (Personal Protective Equipment)
	1.6. Provided appropriate supervision of work group
2. Resource Implications	The following resources should be provided:
	2.1. Workplace infection control and health and safety policies and procedures
	2.2. Waste management procedures
	2.3. Food safety procedures
	2.4. Other organizational policies and procedures
	2.5. Duties statements and/or job descriptions
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1. Observation
	3.2. Interview
	3.3. Portfolio
	3.4. Demonstration with questioning
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE **: HHC321202**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 based on established standard practice 1.2 Specific manifestations of ***difficult or challenging behavior*** are identified and ***strategies appropriate*** to these behaviors are planned as required based on established procedure 1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures	1.1 Use of therapeutic communication 1.2 RA 11058 - OSH Law 1.3 Reporting and documentation 1.4 Environmental RA 9003 (Ecological Solid Waste Management Act) 1.5 Difficult and challenging behavior 1.6 Client issues which need to be referred to an appropriate health professional 1.7 Rules of health professionals involved with the care of client	1.1 Applying therapeutic communication 1.2 Implementing environmental and institutional, rules, guidelines, policies and procedures 1.3 Identifying issues relating to difficult and challenging behavior 1.4 Identifying client issues which need to be referred to an appropriate health professional 1.5 Thinking and responding quickly and strategically 1.6 Remaining alert to potential incidents of difficult or challenging behavior 1.7 Working with others and display empathy with client and relatives 1.8 Applying intra and interpersonal skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.9 Reporting and documentation with accuracy
2. Apply response	2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with ***institutional policies 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	2.1 Reporting and documentation 2.2 Knowledge on institutional, rules, guidelines, policies and procedures 2.3 Issues relating to difficult and challenging behavior 2.4 Client issues which need to be referred to an appropriate health professional 2.5 Knowledge on policies and rules of health professionals involved with the care of client	2.1 Applying therapeutic communication 2.2 Implementing institutional, rules, guidelines, policies and procedures 2.3 Identifying issues relating to difficult and challenging behavior 2.4 Identifying client issues which need to be referred to an appropriate health professional 2.5 Remaining alert to potential incidents of difficult or challenging behavior 2.6 Reporting and documentation with accuracy
3. Report and review incidents	3.1 Incidents are ***reported and reviewed*** 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 ***Advice and assistance are sought from legitimate sources*** as needed according to	3.1 Use of therapeutic communication 3.2 Reporting and documentation 3.3 Knowledge on environment RA 9003 – Ecological Solid Waste Management 3.4 Use of computer for documentation and reporting	3.1 Applying therapeutic communication 3.2 Reporting and documentation with accuracy

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	agency policies and procedures		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	May include: 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	May include: 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 appropriate for dealing with challenging behaviors	May include: 3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Institutional policies and procedures	May include: 4.1 Incident reporting and documentation 4.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 4.3 Debriefing of staff involved in the incident
5. Selection of appropriate strategies for dealing with challenging behaviors	May include: 5.1 The nature of the incident 5.2 Potential effect on different parties, patient / client, staff and others 5.3 Established procedures and guidelines
6. Report and review	May include: 6.1 Purposes of the incident report review 6.2 Characteristics of an incident report review 6.3 Element of an effective incident report review

7. Incident report	May include:
	7.1 Data of worker/s
	    7.1.1 Name of worker
	    7.1.2 Job title / occupation
	    7.1.3 Time and date of injury
	    7.1.4 Exact location of the worker at the time of injury
	    7.1.5 Exact description of how the injury was sustained
	    7.1.6 If any treatment was provided to the injured and if so, what kind of treatment
	    7.1.7 Nature of injury and part of the body affected

	7.1.8 Date and time reported 7.1.9 Name and signature of the person making the report 7.2 Ten essential elements of an incident report
8. Advice and assistance from legitimate source	May include: 8.1 According to company's policy 8.2 Recommendations 8.3 Employees training on safe work practice 8.4 Preventive maintenance activities that keep equipment in good operating condition 8.5 Evaluation of job procedures with recommendation for changes 8.6 Conducting a job hazard analysis to evaluate the task for any other hazards and then train employees for these hazards

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	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. Used debriefing mechanisms
2. Resource Implications	The following resources should be provided:
	2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place
	2.2. Relevant institutional policy, guidelines, procedures and protocols
	2.3. Emergency response procedures and employee support arrangements
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1. Observation with questioning
	3.2. Demonstration with questioning
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : **HHC321203**

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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess the situation	1.1 *Emergency action principle of First Aid* is applied based on established procedure 1.2 *Physical hazards* to self and casualty's health and safety are identified based on established procedure 1.3 *Immediate risks to self and casualty* are minimized by controlled in accordance with OHS requirements 1.4 *First Aid kit* must be available at all times based on OSH Law and First Aid manual	1.1 First Aid standard operating procedure 1.2 OSH Law RA 11058 1.3 Physical hazards 1.4 Immediate risk 1.5 Use of gloves and mask 1.6 First aid kit	1.1 Applying emergency action principles of first aid 1.2 Identifying physical hazards 1.3 Controlling and minimizing immediate risk for self and casualty 1.4 Applying principle to activate medical assistance 1.5 Wearing of mask and gloves 1.6 Using of First Aid kit
2. Perform primary survey of the victim	2.1 *Principles of Body Substance Isolation* is applied based on standard First Aid procedure 2.2 Responses and *level of consciousness* of the victim or casualty are checked based on established standard first aid procedure 2.3 *Potentially life-threatening condition* is identified and then appropriate treatment is began based on first aid standard procedure 2.4 *Activate medical assistance* is applied based on established first aid procedure	2.1 OSH Law RA 11058 2.2 RA 9003 Solid Waste Management 2.3 First Aid manual 2.4 Principles of body substance isolation 2.5 Basic Life Support 2.6 Wear mask and gloves	2.1 Applying OSH Law and RA 9003 2.2 Applying principles of body substance isolation 2.3 Wearing of mask and gloves 2.4 Identifying any potentially life-threatening condition of casualty 2.5 Activating medical assistance is applied 2.6 Applying basic life support

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 **Basic life support** is applied based on established first aid procedure		
3. Apply secondary survey of casualty	3.1 **Detailed history of casualty** is obtained based on established standard procedure of first aid 3.2 **Physical examination** of the casualty is done based on established procedure 3.3 **Vital signs of casualty** are obtained based on established standard procedure of first aid 3.4 Casualty is endorsed to physician or paramedic based on standard procedure of first aid 3.5 **Written incident report** is submitted based on standard procedure of company or home facility	3.1 Therapeutic communication 3.2 OSH Law RA 11058 3.3 RA 9003 – Ecological Solid Waste Management 3.4 Detailed history of casualty 3.5 Physical examination of the casualty 3.6 Vital signs paraphernalia 3.7 Write an incident report using pen and paper 3.8 Use of computer for recording purpose	3.1 Applying therapeutic communication 3.2 Applying OSH Law RA 11058 and RA 9003 3.3 Obtaining history of casualty 3.4 Doing the physical examination 3.5 Obtaining and documenting casualty's vital signs 3.6 Documenting and reporting of incident

RANGE OF VARIABLES

VARIABLE	RANGE

1. Emergency action principles of first aid	May include:
	1.1 Concept of first aid
	1.2 Objectives of first aid
	1.3 Role of first aider
	1.4 Survey the scene
	    1.4.1 Is the scene safe?
	    1.4.2 What happened?
	    1.4.3 How many people are injured?
	    1.4.4 Are there by standers who can help?
	    1.4.5 Are there available equipment to be used?
	    1.4.6 Identify yourself as First aider with your PPEs on
	    1.4.7 Wear mask and gloves
	    1.4.8 Get consent to give care

2. Physical hazards	May include:
	2.1 Quick assessment of the surroundings to identify physical hazards like:
	    2.1.1 Falls
	    2.1.2 Slips
	    2.1.3 Working from heights
	    2.1.4 Collapsed of building
	    2.1.5 Fire
	    2.1.6 Presence of toxic chemicals, etc.

3. Immediate risk to self and casualty	May include: 3.1 Injury of the first aider and further injury to casualty 3.2 Death which may occur either or both first aider and casualty
4. First aid kit	May include: 4.1 Digital BP apparatus 4.2 Digital thermometer 4.3 Pulse oximeter 4.4 Cotton balls 4.5 Alcohol 4.6 Disposable gloves (1 box) 4.7 Disposable mask (1 box) 4.8 Clinical collar 4.9 Surgical scissors 4.10 Bandage scissors 4.11 Forceps 4.12 Splint 4.13 Sterile gauze pads 4.14 Spine board 4.15 Ice cap 4.16 Hot water bag 4.17 Medical / adhesive tapes

VARIABLE	RANGE

5. Principles of body substance isolation	May include:
	5.1 Definition of Body substance Isolation (BSI)
	    5.1.1 Mode of transmission methods
	        5.1.1.1 Blood or fluid splash
	        5.1.1.2 Surface contamination
	        5.1.1.3 Needle stick exposure
	        5.1.1.4 Oral contamination due to improper handwashing
	5.2 Proper handwashing (WHO standard)
	5.3 Proper wearing, removal and disposal of mask and gloves (PPE)
	5.4 Wearing of HazMat (Hazardous material suit) as needed
	5.5 Use of disinfectant

6. Level of consciousness	May include:
	6.1 Awake
	6.2 Confused
	6.3 Disoriented
	6.4 Lethargic
	6.5 Obtunded
	6.6 Stuporous
	6.7 Comatose
	    6.7.1 Protect spine if necessary
	    6.7.2 Check C-A-B
	        6.7.2.1 Circulation
	        6.7.2.2 Airway
	        6.7.2.3 Breathing

7 Potentially life-threatening condition	May include:
	7.1 Types of unconscious victim
	    7.1.1 +B +P = Syncope
	    7.1.2 –B + P = Respiratory arrest
	    7.1.3 –B - P = Cardiac arrest
	     * B-breathing: *P - pulse
	7.2 TRIAGE (TRIAGE PRIORITY)
	7.3 Casualty who has life threatening condition that involves C-A-B. Treat this victim first and transport as soon as possible
	  7.3.1 Airway and breathing difficulties
	  7.3.2 Choking
	  7.3.3 Uncontrolled and severe bleeding
	  7.3.4 Decreased level of consciousness
	  7.3.5 Shock (different types)
	  7.3.6 Severe burns (2nd and 3rd degree) with difficulty of breathing
	7.4 Person/casualty who are injured but the condition is not life threatening. Treatment can be delayed temporarily
	  7.4.1 Burns without airway problem
	  7.4.2 major or multiple or joint injury
	  7.4.3 Back injuries with or without spinal cord injury

VARIABLE	RANGE

	7.5 Person who is injured but only minor. Treatment can be delayed
	  7.5.1 Minor fracture
	  7.5.2 minor soft tissue injury
	7.6 Lowest priority (Black) person who is already dead or have little chance of survival
	  7.6.1 Obvious death
	  7.6.2 Obviously non survivable injury
	    7.6.2.1 Major open brain trauma
	    7.6.2.2 Full cardiac arrest

8 Activate medical assistance	May include:
	8.1 Arrange transfer facilities
	  8.1.1 Phone first – activate or call medical assistance then return to the victim
	  8.1.2 Phone fast – CPR first before calling for medical assistance

9 Basic life support	May include:
	9.1 Basic life support definition
	  9.1.1 Respiratory arrest
	  9.1.2 Cardiac arrest
	  9.1.3 Artificial respiration or rescue breathing
	  9.1.4 Cardiopulmonary resuscitation
	    9.1.4.1 CPR for infant
	    9.1.4.2 CPR for children
	    9.1.4.3 CPR for adult
	  * Follow CPR under AHA (American Heart Association C-A-B procedure)
	9.2 Check Circulation – Airway - Breathing
	  9.2.1 Carotid pulse for adult
	  9.2.2 Brachial pulse for infant
	  9.2.3 Open airway
	    9.2.3.1 Head tilt chin lift maneuver
	    9.2.3.2 Jaw thrust maneuver
	    9.2.3.3 Modified jaw thrust maneuver
	9.3 When to stop CPR
	  9.3.1 S - Spontaneous breathing and pulse has occurred
	  9.3.2 T – Turned over to the physician or paramedics
	  9.3.3 O – Operator or first aider is already exhausted
	  9.3.4 P – Physician assumed responsibility and if the casualty has been declared dead

10 Detailed history of casualty	May include:
	10.1 Ask the following data:
	  10.1.1 Signs and symptoms of the episode
	  10.1.2 What occurred at the onset of accident
	  10.1.3 Any known allergies
	  10.1.4 Present medication

VARIABLE	RANGE
	10.1.4.1 Name of medication 10.1.4.2 Frequency of medication 10.1.4.3 Dosage 10.1.4.4 Time when last taken 10.1.5 Past history of casualty's medical condition 10.1.6 Last oral intake, last meal, drink or medication taken prior to accident 10.1.7 Events leading to injury or illness

11 Physical examination	May include:
	11.1 Begin care and assessment in the order of importance:
	   11.1.1 A – Airway
	   11.1.2 B – Breathing
	   11.1.3 C – Circulation
	   11.1.4 D – Disabilities which includes mental status
	   11.1.5 E - Expose any body part that is fractured like extremities but still maintain casualty's privacy and dignity
	11.2 Techniques of physical examination
	   11.2.1 Inspection
	   11.2.2 Palpation
	   11.2.3 Auscultation
	   11.2.4 Percussion
	11.3 Examine the following:
	   11.3.1 D - Deformity
	   11.3.2 C - Contusion
	   11.3.3 A - Abrasion
	   11.3.4 P – Punctured
	   11.3.5 B – Bleeding and burns
	   11.3.6 T – Tenderness
	   11.3.7 L - Laceration
	   11.3.8 S – Swelling
	11.4 For casualty - fall from heights
	   11.4.1 Don't move the casualty
	   11.4.2 Wait for the paramedics
	   11.4.3 Keep the casualty calm and well ventilated

12 Vital signs	12.1 Baseline vital signs
	   12.1.1 Body temperature
	   12.1.2 Pulse rate
	   12.1.3 Respiratory rate
	   12.1.4 Blood pressure
	12.2 Assessment of pain
	   12.2.1 Use of pain scale

VARIABLE	RANGE

13 Incident report	13.1 Definition of term
	      13.1.1 Accident report
	      13.1.2 Incident report
	13.2 Find the factor
	      13.2.1 Date, Time and specific location of incident
	      13.2.2 Name, job title and department of employee involved
	      13.2.3 Names and accounts of witness
	      13.2.4 Events leading up to incident
	      13.2.5 Exactly what the casualty was doing at the moment of incident
	      13.2.6 Environmental condition e.g. slippery, wet floor, lighting, noise, etc.
	      13.2.7 Circumstances like tools, equipment, PPE
	      13.2.8 Specific injuries of casualty
	      13.2.9 Type of treatment given
	      13.2.10 Damage equipment if there are tools and equipment involved in the accident
	      13.2.11 Determine the sequence
	      13.2.12 Events involved in the incident
	      13.2.13 Events after the incident
	      13.2.14 Analyze
	      13.2.15 Recommend
	      13.2.16 Name, signature, date and time of the person who wrote the incident report

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations
	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
2. Resource Implications	The following resources should be provided:
	2.1 Access to relevant work station
	2.2 Relevant institutional policies, guidelines procedure and protocol
	2.3 Equipment and materials relevant to the proposed activities
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with questioning
	3.2 Interview
	3.3 Third Party report
	3.4 Portfolio
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Assessment Center.

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

UNIT CODE **:** **HHC321204**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate appropriately with patients / clients	1.1 Effective ***communication*** strategies and techniques are identified and used to achieve best client service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to clients 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	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Management of conflict 1.3 Knowledge on cultural differences of client including rules and policies as necessary 1.4 Roles and responsibilities of self and other workers within the organization 1.5 Knowledge on client issues that need to be referred to an appropriate health professional 1.6 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 1.7 Institutional policy on patient / client rights and responsibilities 1.8 Knowledge on the use mathematical operations such as addition, subtraction,	1.1 Calculating the cost for additional personnel equipment (ex. Interpreter, gadgets) 1.2 Identifying the mode on communication appropriate for the situation 1.3 Applying modes of communication 1.4 Operating equipment of communication needed 1.5 Establishing and maintaining relationships, taking into account individual differences 1.6 Following the instructions and guidance of health professionals involved with the care of client 1.7 Respecting client rights 1.8 Using effective listening techniques 1.9 Using appropriate verbal and non-verbal communication styles

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		division, multiplication 1.9 Concepts on modes of communication 1.10 Knowledge on the use of equipment 1.11 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)	1.10 Using oral and written communication 1.11 Applying problem solving skills that includes using available resources while prioritizing workload 1.12 Dealing with conflict 1.13 Working with others and displaying empathy with client and relatives 1.14 Demonstrating intra and interpersonal skills 1.15 Reporting and documentation with accuracy
2. Establish and maintain good interpersonal relationship with clients	2.1 Rapport is established to ensure the service is appropriate to and in the best interests of *clients* 2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service 2.3 Client 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	2.1 Reporting, documentation and use of non-verbal and verbal communication 2.2 Management of conflict 2.3 Knowledge on cultural differences of client including rules and policies as necessary 2.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 2.5 Institutional policy on client rights	2.1 Identifying the mode on communication appropriate for the situation 2.2 Applying modes of communication 2.3 Operating equipment of communication needed 2.4 Establishing and maintaining relationships, taking into account individual differences 2.5 Following the instructions and guidance of health professionals involved with the care of client 2.6 Respecting for client rights

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	evaluated to ensure best client service outcomes	and responsibilities 2.6 Concepts on modes of communication 2.7 Knowledge on the use of equipment 2.8 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)	2.7 Using effective listening techniques 2.8 Using appropriate verbal and non-verbal communication styles 2.9 Using oral and written communication 2.10 Working with others and displaying empathy with client and relatives 2.11 Applying conflict management skills 2.12 Demonstrating intra and interpersonal skills 2.13 Reporting and documentation with accuracy
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 client*** is maintained 3.3 Courtesy is demonstrated in all interactions with clients, their visitors, careers and family 3.4 Assistance with the care of clients with challenging behaviors is provided in accordance with established procedures 3.5 Techniques are used to manage and minimize aggression	3.1 Reporting, documentation and use of non-verbal and verbal communication 3.2 Management of conflict 3.3 knowledge on cultural differences of client including rules and policies as necessary 3.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 3.5 Institutional policy on client rights and responsibilities	3.1 Identifying the mode on communication appropriate for the situation 3.2 Applying modes of communication 3.3 Operating equipment of communication needed 3.4 Establishing and maintaining relationships, taking into account individual differences 3.5 Following the instructions and guidance of health professionals involved with the care of client 3.6 Respecting for client rights

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.6 Concepts on modes of communication 3.7 Knowledge on the use of equipment 3.8 knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)	3.7 Using effective listening techniques 3.8 Using appropriate verbal and non-verbal communication styles 3.9 Using oral and written communication 3.10 Working with others and displaying empathy with client and relatives 3.11 Applying conflict management skills 3.12 Demonstrating intra and interpersonal skills 3.13 Reporting and documentation with accuracy
4. Evaluate own work to maintain a high standard of client service	4.1 Advice and assistance are 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 client support	4.1 Reporting, documentation and use of non-verbal and verbal communication 4.2 Concepts on modes of communication 4.3 Knowledge on evaluation and analysis of work performance	4.1 Identifying the mode on communication appropriate for the situation 4.2 Applying modes of communication 4.3 Identifying standards for work procedures 4.4 Implementing standards for work procedures 4.5 Maintaining standards for work procedures 4.6 Demonstrating intra and interpersonal skills 4.7 Reporting and documentation

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication	May include: 1.1. English/Tagalog/vernacular 1.2. Sign language 1.3. Through an interpreter 1.4. Community language as required by the service / organization
2. Clients	May include: 2.1. Clients 2.2. Prospective clients to the service or services 2.3. Clients may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies
3. Respect for difference	May include: 3.1 Physical 3.2 Cognitive/mental or intellectual issues that may impact on communication 3.3 Cultural and ethnic 3.4 Religious/spiritual 3.5 Social 3.6 Age 3.7 Language literacy and numeracy abilities 3.8 Sexuality and sexual preference
4. Confidentiality and privacy of clients	May include: 4.1 Fees 4.2 Health fund entitlements 4.3 Welfare entitlements 4.4 Payment Method and records 4.5 Public environments 4.6 Legal and ethical requirements 4.7 Writing details ie. medical and consent forms 4.8 Conversations on the telephone 4.9 Secure location for written records 4.10 Offering a private location for discussions 4.11 Information disclosed to an appropriate person consistent with one's level of responsibility

5. Others with whom interaction is required in regard to client services	May include:
	5.1 Other staff and team members
	5.2 Service units or departments
	5.3 Family members, careers and friends of clients
	5.4 Professional representatives or agents of clients such as:
	    5.4.1 Medical specialists
	    5.4.2 Nurses
	    5.4.3 Social workers
	    5.4.4 Dietitians
	    5.4.5 Therapists
	    5.4.6 Allied health professionals
	    5.4.7 Volunteers
	    5.4.8 Teachers and/or spiritual

VARIABLE	RANGE
	5.4.9 Community
	5.5 General public
6. Modes of communication*:*	May include: 6.1 Continuing interaction with clients 6.2 Verbal conversations either in person or via telephone 6.3 Written notes by post or electronic media 6.4 Worker, family member friend or professional interpreter who has relevant languages
7. Performance monitoring	May include: 7.1 Self- assessment and monitoring 7.2 Supervisor assessment 7.3 Client feedback 7.4 Co-workers' feedback / peer evaluation

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Communicated appropriately with clients 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 clients 1.5. Demonstrated courtesy in all interactions with clients, their visitors, and family
2. Resource Implications	The following resources should be provided: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Relevant government and organizational policy, guidelines, procedures and protocols 2.3. Any relevant legislation in relation to service delivery
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration with questioning 3.2. Interview 3.3. Third party report
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY : ASSESS THE NUTRITIONAL STATUS OF CHILDREN UNDER FIVE YEARS OLD

UNIT CODE : HHC226301

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed by the *Barangay* Nutrition Scholar to assess the nutritional status of children in the *barangay* through the preparation of Family Profile and master list of children under five years of age, classification of nutritional status of children, conduct of Operation *Timbang* (OPT) Plus, and conduct of Growth Monitoring and Promotion.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare family profile and master list of children under five years of age	1.1 ***Clients*** are interviewed following the Family Profile Form (BNS Form No. 1A) 1.2 The ***family profile*** is prepared based on the results of the interview with the clients 1.3 The ***master list*** of children under five years old is prepared following the latest ***measurement data*** of the *barangay* and updated Family Profile 1.4 The family profile is updated in accordance with the set guidelines	**SCIENCE** 1.1 Information needed for the Family Profile 1.2 Latest measurement data of the children in the *barangay* 1.3 Basic data privacy regulation **COMMUNICATION** 1.4 Nutrition and health profiling guidelines 1.5 Basic interview guidelines 1.6 Master list of families 1.7 Master list of children under five years old	1.1 Interviewing clients 1.2 Gathering of information 1.3 Preparing clients' family profiles 1.4 Updating clients' family profiles 1.5 Preparing master list of children under five years old
2. Assess the nutritional status of a child based on age-in-days, obtained length/height, weight, and mid-upper arm circumference (MUAC) values	2.1 Age-in-days of target children is determined using e-OPT Plus Tool. 2.2 ***Nutritional status of a child based on length/height, weight and age-in-days*** is classified using ***ECCD Card.*** 2.3 Nutritional status of a child is classified	**SCIENCE** 2.1 Forms of malnutrition 2.2 Section V. 3.E to F, Implementing Guidelines of Operation *Timbang* (OPT) Plus 2.3 ECCD Card 2.4 Mid-upper arm circumference (MUAC) value interpretation	2.1 Determining age-in-days 2.2 Classifying the nutritional status of children 2.3 Using ECCD Card in determining the nutritional status of children 2.4 Using mid-upper arm

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on the ***Mid-Upper Arm Circumference (MUAC) value interpretation***	2.5 Session 2.3 of Nutrition in Emergencies Manual 2.6 e-OPT Plus tool User's Guide	circumference (MUAC) values in identifying nutritional status of children
3. Conduct Operation *Timbang* (OPT) Plus with the team	3.1 Activity schedule, ***materials, and anthropometric equipment*** are prepared and coordinated with the ***OPT Plus team*** in accordance with the Operation *Timbang* (OPT) Plus guidelines 3.2 Child's weight and length/height are measured following standard procedures 3.3 Mid-Upper Arm Circumference (MUAC) of a child is measured following standard procedures 3.4 ***Safety measures*** are followed in accordance with the standard procedures 3.5 ***Data*** required in the e-OPT Plus tool is encoded based on the master list and results of OPT Plus activity and essential ***nutrition information*** are generated	**SCIENCE** 3.1 Implementing Guidelines on Operation *Timbang* (OPT) Plus 3.2 Length/height and weight measurement procedures 3.3 Mid-Upper Arm Circumference (MUAC) measurement procedures 3.4 Safety measures 3.5 e-OPT Plus User's Guide **TECHNOLOGY** 3.6 Use, verification, and maintenance of length/height board 3.7 Use, calibration, and maintenance of weighing scale 3.8 Use and maintenance of the Mid-Upper Arm Circumference (MUAC) tape 3.9 Use of computer (e-OPT Plus tool) **COMMUNICATION** 3.10 OPT Plus Report generation, reporting, and dissemination 3.11 Reporting flow and submission schedule	3.1 Planning and coordinating the activity 3.2 Calibrating or verifying anthropometric equipment 3.3 Using anthropometric equipment 3.4 Demonstrating safety measures 3.5 Measuring length/height, weight, and MUAC of a child 3.6 Preparing records 3.7 Demonstrating interpersonal skills 3.8 Demonstrating use of e-OPT Plus tool 3.9 Referring clients to service providers

ELEMENT	PERFORMANCE CRITERIA _Italicized terms_ are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Conduct growth monitoring and promotion	4.1 Growth monitoring is conducted following the Operation _Timbang_ (OPT) Plus Guidelines 4.2 **_Records_** are updated based on the results of growth monitoring activity 4.3 Parents/ families/ caregivers were assisted in plotting child growth in the ECCD card's growth chart 4.4 Parents/ families/ caregivers informed on their child's growth using the accomplished growth chart 4.5 Children with severe acute malnutrition are referred to appropriate **_service providers_** in accordance with Philippine Integrated Management of Acute Malnutrition (PIMAM) guidelines	**SCIENCE** 4.1 Table 1 of Implementing Guidelines of Operation _Timbang_ (OPT) Plus 4.2 Interpretation of the accomplished ECCD card **COMMUNICATION** 4.3 Results of the most recent Operation _Timbang_ (OPT) Plus 4.4 Use of Early Childhood Care Development (ECCD) Card (with growth chart) 4.5 Report Generation 4.6 Referral form for severely and moderate acute malnourished children	4.1 Planning and coordinating the activity 4.2 Updating of records 4.3 Teaching plotting values in growth chart to parents/ caregivers 4.4 Demonstrating interpersonal skills 4.5 Referring clients to service providers

RANGE OF VARIABLES

VARIABLE	RANGE
1. Clients	May include: 1.1 Families with children under five years old 1.2 Families with pregnant women 1.3 Families with lactating women 1.4 Families with senior citizen 1.5 Families with PWD 1.6 Families with solo parent 1.7 Indigenous families
2. Family Profile	May include: 2.1 Number of household members 2.2 Number of children 2.3 Name of Household Head 2.4 Occupational and Educational Attainment 2.5 Presence of Pregnant and Lactating Women 2.6 Water and Sanitation Hygiene (WASH) and Food Production information 2.7 Usage of Iodized Salt and Iron Fortified Rice 2.8 Family planning
3. Master list	May include: 3.1 Name of the child 3.2 Name of the parents or caregiver 3.3 Date of birth of the child 3.4 Latest weight and length/height, MUAC values 3.5 Date of measurement 3.6 Place of birth 3.7 Sex 3.8 Total number of children
4. Measurement data	May include: 4.1 Length 4.2 Height 4.3 Weight 4.4 MUAC value

5. Nutritional status of a child based on length/height, weight, and age-in-days	May include:
	5.1 Weight-for-age status
	    5.1.1 Normal
	    5.1.2 Underweight
	    5.1.3 Overweight
	    5.1.4 Obese
	    5.1.5 Severely Underweight
	5.2 Height-for-age status
	    5.2.1 Normal
	    5.2.2 Tall
	    5.2.3 Stunted
	    5.2.4 Severely Stunted
	5.3 Weight-for-length/height status
	    5.3.1 Normal
	    5.3.2 Wasted
	    5.3.3 Severely Wasted
	    5.3.4 Overweight

VARIABLE	RANGE
	5.3.5 Obese
6. ECCD Card	May include: 6.1 Weight-for-Age 6.2 Length/Height-for-Age 6.3 Weight-for-Length/Height
7. Mid-Upper Arm Circumference (MUAC) value interpretation	May include: 7.1 Red (less than 11.5 cm (<115 mm)): Severe Acute Malnutrition 7.2 Yellow (11.5 – 12.5 cm (115 – 125 mm)): Moderate Acute Malnutrition 7.3 Green (more than 12.5 cm (>125 mm)): Normal Nutritional Status
8. Materials	May include: 8.1 Master list of children 0-5 years old (0-59 months old) 8.2 Printed forms 8.3 Ballpen 8.4 Calibrating standard 8.5 Name tags of children 8.6 Desktop or laptop computer
9. Anthropometric equipment	May include: 9.1 Length and Height board 9.2 Microtoise 9.3 Hanging weighing scale 9.4 Digital hanging weighing scale 9.5 Digital platform weighing scale 9.6 Mechanical column scale 9.7 Mid-Upper Arm Circumference tape
10. OPT Team	May include: 10.1 Rural Health Midwife 10.2 *Barangay* Health Worker 10.3 Mother leaders 10.4 Sangguniang Kabataan Officials 10.5 *Barangay* officials 10.6 Child Development Worker 10.7 Teacher-In-Charge 10.8 Community Volunteers 10.9 Other members of the *barangay* nutrition committee

11. Safety Measures	May include:
	11.1 When weighing a child or getting the length/height measurement, ensure that the child has minimal clothing and not unclothed
	11.2 When weighing a child using the hanging weighing scale
	    11.2.1 ensure that the weighing scale is safely secured before weighing the child
	    11.2.2 assess if the child should use a crib or weighing pants
	    11.2.3 do not carry the child by the weighing pant strap only
	11.3 When using the height board, carefully lower the headpiece on top of the child's head.

VARIABLE	RANGE

	11.4 Observe minimum health protocols to prevent spread of COVID-19 infection, such as wearing of face mask and social distancing.
	11.5 When taking information or photos of children:
	    11.5.1 do not take photos or videos of children and post or use in any platform without prior approval of the parents or guardians
	    11.5.2 do not take photos or videos of children without minimal clothing
	    11.5.3 do not share information to a third-party user without written agreement in accordance with Data Privacy Act of the Philippines, especially personal identifiable information e.g., name, age, sex, address

12. Data	May include:
	12.1 Name of the *barangay* or the *Purok/Sitio*
	12.2 Name of the Municipality/City
	12.3 Name of the Province
	12.4 Region
	12.5 Year covered by the OPT Plus activity
	12.6 Total population of the *barangay*
	12.7 Client details
	    12.7.1 Address/location
	    12.7.2 Name of mother/caregiver
	    12.7.3 Full name
	    12.7.4 Sex
	    12.7.5 Date of birth
	    12.7.6 Date of measurement
	    12.7.7 Weight
	    12.7.8 Height/Length
	    12.7.9 MUAC

13. Nutrition Information	May include: 13.1 Summary of OPT Plus result 13.2 OPT Form 1A – *Barangay* Tally and Summary Sheet of Pre-school children per type of nutritional status, age, and sex 13.3 OPT Form 1B – List of Affected/At-risk Preschool children, 0-59 months old 13.4 List of Underweight and Severely Underweight children 13.5 List of Stunted and Severely Stunted children 13.6 List of Moderately and Severely Wasted children 13.7 List of Overweight and Obese children
14. Records	May include: 14.1 Child's age-in-days 14.2 Weight 14.3 Height/length 14.4 Previous nutritional status 14.5 MUAC value
15. Service providers	May include: 15.1 *Barangay* Health Station

VARIABLE	RANGE
	15.2 *Barangay* Nutrition Office 15.3 In-patient therapeutic care (ITC)

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared a family profile for each client 1.2 Prepared a master list of children under five years of age 1.3 Conducted Operation *Timbang* (OPT) Plus with the OPT team 1.4 Conducted growth monitoring and follow-up weighing and length/height assessment 1.5 Determined the Mid-Upper Arm Circumference of a child 1.6 Classified the nutritional status of a child based on the obtained length/height, weight, age-in-days, and MUAC value 1.7 Demonstrated use of e-OPT Plus Tool 1.8 Referred identified child with severe acute malnutrition to appropriate service providers
2. Resource Implications	The following resources should be provided: 2.1 Printed copy of Implementing Guidelines on Operation *Timbang* (OPT) Plus 2.2 WHO Child Growth Standards 2.3 Forms (Family Profile, Master List, OPT Plus Forms) 2.4 Office supplies 2.5 Soft copy of e-OPT Plus tool 2.6 Workplace appropriate to the unit of competency 2.7 Tools, materials, and equipment appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Written Examination 3.4 Observation with questioning 3.5 Work sample
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **ASSIST THE *BARANGAY* NUTRITION COMMITTEE PERFORM ITS FUNCTIONS**

UNIT CODE : **HHC226302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed by the *Barangay* Nutrition Scholar to assist the *Barangay* Nutrition Committee (BNC) perform its functions which includes coordination and assistance in organizing or reactivating the BNC, formulation, implementation, and monitoring of *Barangay* Nutrition Action Plan (BNAP) and conduct of meetings.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Coordinate with the *punong barangay* in organizing or reactivating the *Barangay* Nutrition Committee (BNC)	1.1 The organization/ reactivation of the *Barangay* Nutrition Committee is coordinated with the *Punong Barangay* following guidelines **on establishing functional local nutrition committees.** 1.2 The *Punong Barangay* is assisted in identifying **members** and informed them of the **functions of the Barangay Nutrition Committee** following guidelines. 1.3 Documentation of the *Barangay* Nutrition Committee organization is prepared and submitted following workplace requirements. 1.4 **MELLPI PRO** and **LNC functionality checklist** is discussed with the committee members following established procedures. 1.5 The *Barangay* Nutrition Action Officer (BNAO) (if available) and BNC Chairperson are	**SCIENCE** 1.1 Policies/guidelines on establishing local nutrition committees 1.2 Indicators and dimensions in the MELLPI Pro tool for *Barangay* and Local Nutrition Committee (LNC) functionality checklist 1.3 Purpose and functions of the *Barangay* Nutrition Committee 1.4 Organizational set-up of the *Barangay* Nutrition Committee 1.5 Phase 1 of *Barangay* Nutrition Program Management and key activities **COMMUNICATION** 1.6 Presentation on *Barangay* Nutrition Committee's composition and functions 1.7 Documentation of *Barangay* Nutrition Committee Organization	1.1 Coordinating with appropriate nutrition workers 1.2 Demonstrating interpersonal skills 1.3 Advocating for investment on nutrition

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	assisted in coordinating the activities of the committee to **appropriate nutrition workers.**		
2. Assist the *Barangay* Nutrition Committee in the formulation of the *Barangay* Nutrition Action Plan (BNAP)	2.1 **Tools and/or information for nutrition situation analysis** are prepared as required. 2.2 The committee is assisted in assessing the **nutrition situation** using appropriate tools and lessons learned from past efforts. 2.3 The committee is assisted in setting **SMART objectives** for the *Barangay* Nutrition Action Plan (BNAP) following established procedures. 2.4 The committee is assisted in identifying and prioritizing **nutrition interventions** based on the Philippine Plan of Action for Nutrition, *barangay* nutrition situation, and result of prior year's monitoring and evaluation of nutrition programs. 2.5 The committee is assisted in the preparation of **Work and Financial Plan** following existing **LGU formats and policies on budget.** 2.6 The committee is assisted in packaging the plan following the *Barangay* Nutrition Action Plan (BNAP) Format. 2.7 The committee is assisted in the adoption, financing,	**SCIENCE** 2.1 Results of OPT Plus Activity 2.2 Basic concepts on Nutrition and Malnutrition (with special focus on First 1000 Days) 2.3 Philippine Plan of Action for Nutrition 2.4 8 Guide Questions in Assessing *Barangay* Nutrition Situation 2.5 *Barangay* Spot Map 2.6 Modified Problem Tree of Malnutrition 2.7 *Barangay* Nutrition Action Plan for the previous year 2.8 Guidelines in the formulation of the *Barangay* Nutrition Action Plan (BNAP) 2.9 Policies on budget for nutrition 2.10 Coordinating structure for nutrition program 2.11 Other *barangay* plans (*Barangay* Development Plan, Gender and Development (GAD) Plan, Disaster Plan) **TECHNOLOGY** 2.12 Use of computer in formulating BNAP **MATHEMATICS** 2.13 Computation of prevalence of nutrition problem (percentage) **COMMUNICATION** 2.14 Setting up SMART goals and objectives	2.1 Advocating for increased investment on nutrition projects and related activities 2.2 Networking and building partnership 2.3 Delivering a presentation 2.4 Demonstrating interpersonal skills 2.5 Demonstrating intrapersonal skills 2.6 Demonstrating computer literacy in preparing BNAP 2.7 Packaging of the BNAP

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and mainstreaming of the BNAP in another *barangay* plans as appropriate.	2.15 Packaging process of the *Barangay* Nutrition Action Plan (BNAP)	
3. Assist the *Barangay* Nutrition Committee in the conduct of meetings	3.1 Meeting schedule is coordinated to all committee members following established procedures. 3.2 *Required information* on nutrition is prepared as scheduled. 3.3 The *Barangay* Secretary is assisted in the preparation of minutes of the meeting or Minutes of the Meeting is prepared (in case BNS is the BNC Secretary) according to workplace requirements.	**TECHNOLOGY** 3.1 Use of computer and appropriate software (MS Word) in preparation of Minutes of Meeting **COMMUNICATION** 3.2 Coordination of meeting schedule and agenda 3.3 Basic parts of a minutes of a meeting	3.1 Planning and coordinating the activity 3.2 Demonstrating interpersonal skills 3.3 Demonstrating use of computers 3.4 Writing the minutes of meeting 3.5 Filing the minutes of the meeting

RANGE OF VARIABLES

VARIABLE	RANGE
1. Policies on establishing local nutrition committees	May include: 1.1 Letter of Instruction (LOI) 441 of 1976 1.2 DILG Memorandum Circular No. 2018-42: Adoption and Implementation of the Philippine Plan of Action for Nutrition (PPAN) 2017-2022

2. Members	May include:
	2.1 *Punong Barangay* as Chairperson
	2.2 *Barangay* Councilor on Health and Nutrition as Vice Chairperson
	2.3 BNS as Secretariat
	2.4 Members
	    2.1.1 President of the Rural Improvement Club
	    2.1.2 President, Parents and Teachers Association
	    2.1.3 Head/President, local organizations
	    2.1.4 *Sangguniang Kabataan* Chairperson
	    2.1.5 Day Care Worker
	    2.1.6 *Barangay* Nutrition Action Officer
	    2.1.7 School Principal
	    2.1.8 Agriculture Technician
	    2.1.9 Rural Health Midwife
	    2.1.10 Representatives, NGOs operating in the *barangay*
	    2.1.11 Members from different sectors
	    2.1.12 Parent leader
	    2.1.13 *Barangay* Council for Women

3. Functions of the *Barangay* Nutrition Committee	May include: 3.1 Prepare *Barangay* Nutrition Action Plan (BNAP) 3.2 Mobilize community support on nutrition programs 3.3 Implement nutrition programs 3.4 Monitor nutrition programs 3.5 Evaluate nutrition programs 3.6 Appropriate budget for nutrition programs
4. MELLPI PRO for Barangay	May include: 4.1 LGU profile 4.2 Vision/Mission 4.3 Nutrition Policies 4.4 Governance 4.5 LNC Management 4.6 Nutrition Services 4.7 Change in Nutritional Status

5. LNC Functionality Checklist and	May include:
	LNC Functionality Checklist
	5.1 Key activities on:
	    5.1.1 Capacity building
	    5.1.2 Planning
	        5.1.2.1 Organization/ Re-organization/ Strengthening of local nutrition committees
	        5.1.2.2 Conduct of Nutrition Assessment

VARIABLE	RANGE
	5.1.2.3 Formulation of Action Plan 5.1.2.4 Resource Generation and Mobilization 5.1.3　Delivery of Nutrition Programs 5.1.4　Monitoring and Evaluation
6. Appropriate nutrition worker	May include: 6.1 Midwife 6.2 *Barangay* Health Worker 6.3 Nurse 6.4 City/Municipal Nutrition Program Coordinator 6.5 City/Municipal Nutrition Action Officer (C/MNAO) 6.6 Municipal Health Officer
7. Tools/information for analysis	May include: 7.1 Updated Spot map 7.2 Trends in malnutrition in the past three years 7.3 Reasons for observed trends
8. Nutrition situation	May include: 8.1　Forms of malnutrition 8.2　Number of malnourished 8.3　Location of the malnourished /Spot map 8.4　Causes of malnutrition /causal model 8.5　Previous efforts 8.6　Constraints
9. SMART Objectives	May include: 9.1　Specific 9.2　Measurable 9.3　Attainable 9.4　Realistic 9.5　Time bound
10. Nutrition interventions	May include: 10.1 Nutrition specific interventions 　　10.1.1 Infant and Young Child Feeding 　　10.1.2 Integrated Management of Acute Malnutrition 　　10.1.3 Dietary Supplementation 　　10.1.4 Nutrition in Emergencies 　　10.1.5 Nutrition Promotion on Behavior Change 　　10.1.6 Mandatory Food Fortification 　　10.1.7 Micronutrient Supplementation 　　10.1.8 Overweight and Obesity Management and Prevention 10.2 Nutrition sensitive interventions 10.3 First 1,000 Days Strategy
11.　Work plan and financial plan	May include: 11.1 Budget 11.2 Targets 11.3 Interventions 11.4 Schedule of implementation 11.5 Other details and resources
12.　LGU formats and existing policies on budget	May include: 12.1 Work plan format 12.2 AIP policy and AIP format 12.3 Local Budget Memorandums (e.g. 78 s. 2019, 80 s.

VARIABLE	RANGE
	2020, 82 s. 2021)
13. Required information	May include: 13.1 OPT Plus result 13.2 Nutrition Situation 13.3 Nutrition interventions 13.4 Result of program monitoring and evaluation

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Coordinated with the *Punong Barangay* in organizing or reactivating the *Barangay* Nutrition Committee 1.2 Assisted the *Barangay* Nutrition Committee in the formulation of the *Barangay* Nutrition Action Plan (BNAP) 1.3 Assisted the *Barangay* Nutrition Committee in the conduct of meetings and prepared minutes of the meetings
2. Resource Implications	The following resources should be provided: 2.1 Printed copy of the BNS Handbook 2.2 Office supplies 2.3 Printed sample of *Barangay* Nutrition Action Plan (BNAP) 2.4 Forms and template 2.5 Sample *barangay* and household data for *Barangay* Nutrition Action Plan (BNAP) planning 2.6 Workplace appropriate to the unit of competency 2.7 Tools and equipment appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Written Examination 3.4 Observation with questioning 3.5 Work Sample
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **ASSIST IN THE DELIVERY OF NUTRITION AND RELATED SERVICES**

UNIT CODE : **HHC226303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed by the *Barangay* Nutrition Scholar to assist in the delivery of nutrition and related services in the community through identification of target clients, facilitation of activities along dietary supplementation program and home and community food gardening, and documentation of nutrition and related services delivery.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify target clients for delivery of services and referral	1.1 Target *clients* for nutrition interventions are determined based on the BNAP targets and updated master list. 1.2 List of clients for *referral* to other service providers are prepared and updated based on the identified target clients. 1.3 *Vulnerable groups* are referred to service providers for appropriate *nutrition and related services* following established procedures. 1.4 Records are updated based on the *information* from the identified target clients.	**SCIENCE** 1.1 Prioritization of targets by intervention based on the Philippine Plan of Action on Nutrition and BNAP 1.2 Nutrition programs, projects, and activities (PPAs) offered by different LGU departments **TECHNOLOGY** 1.3 Use of computer to update records **MATHEMATICS** 1.4 Computing total number of target clients per nutrition intervention **COMMUNICATION** 1.5 Identification and prioritization of target clients 1.6 Records updating 1.7 Referral system	1.1 Identifying target clients 1.2 Prioritizing target clients 1.3 Preparing and/or updating of master list 1.4 Demonstrating interpersonal skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assist in the delivery of nutrition and related services	2.1 The delivery of nutrition and related services is coordinated with the ***appropriate personnel*** both during normal times and emergencies. 2.2 Clients are mobilized to participate in nutrition and related programs and services following established procedures. 2.3 Home visits to clients are conducted following the field activity guidelines.	**SCIENCE** 2.1 List of nutrition and related programs and services according to the Philippine Plan of Action on Nutrition, Republic Act 11148 (*Kalusugan at Nutrisyon ng Mag-Nanay* Act), and *Barangay* Nutrition Action Plan (BNAP) 2.2 Organizational linkages of BNS Program 2.3 Policies and guidelines related to regular delivery of nutrition and related services 2.4 Policies and guidelines related to nutrition in emergencies 2.5 Roles of BNSs during emergencies and in information management 2.6 Relevant policies and guidelines of Executive Order 51 (The Milk Code) 2.7 Checklist in implementing nutrition interventions 2.8 List of good practices on delivery of services according to Compendium of Action on Nutrition (CAN) 2.9 Compendium of Local Ordinances and Issuances on Nutrition 2.10 Manual of Operations for the First One	2.1 Planning the activity 2.2 Mobilizing Resources 2.3 Coordinating and executing nutrition services 2.4 Demonstrating interpersonal skills 2.5 Demonstrating intrapersonal skills 2.6 Demonstrating computer literacy 2.7 Computing percentage of target clients covered

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Thousand Days 2.11 Ensuring Nutrition Priorities in Local Development Plans and Budgets 2.12 Resource Mobilization **MATHEMATICS** 2.13 Computation of percentage of target clients covered in nutrition intervention and related services **COMMUNICATION** 2.14 Mobilization of target clients 2.15 Record keeping and management 2.16 Referral system	
3. Assist in the implementation of the activities along dietary supplementation program	3.1 Assist in the preparation/updating of the master list of clients following program guidelines. 3.2 *Materials and area* are prepared and coordinated with the appropriate personnel. 3.3 *Baseline anthropometric measurements of target clients* are recorded based on the program guidelines. 3.4 Staff-in-charge is assisted in orienting the target clients on the implementation of the program in accordance with the program guidelines. 3.5 The delivery of *food commodities and food packs* to the clients is facilitated following the activity schedule and *distribution scheme.* 3.6 *Food safety measures* are demonstrated in	**SCIENCE** 3.1 Dietary supplementation guidelines 3.2 Basic concepts on food safety 3.3 Basic concepts on menu planning 3.4 Cycle menu preparation 3.5 Target clients for dietary supplementation program 3.6 Monitoring process of clients' nutritional status 3.7 Possible adverse effects or negative effects of eating food supplies in the DSP **COMMUNICATION** 3.8 Record keeping and management 3.9 Documentation process	3.1 Planning and coordinating the activity 3.2 Calibrating or verifying anthropometric equipment 3.3 Using anthropometric equipment 3.4 Measuring length/height and weight of target clients 3.5 Demonstrating compliance to food safety measures 3.6 Preparing/ updating records 3.7 Demonstrating interpersonal skills 3.8 Demonstrating intrapersonal skills 3.9 Demonstrating use of computer

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with proper food handling procedures. 3.7 Weight and length/height and nutritional status of the target clients are monitored closely based on the program guidelines. 3.8 Clients' compliance to the program is monitored following the program guidelines. 3.9 Daily Acknowledgement Receipts are consolidated and submitted to the appropriate personnel.		3.10 Monitoring the program implementation 3.11 Monitoring of clients' nutritional status progress 3.12 Monitoring adverse or negative effects of food commodities eaten 3.13 Demonstrating skills on proper storage of food commodities
4. Assist in the activities along home and community food gardening	4.1 The identification of *Seeds, seedlings, and small animals* for distribution is coordinated with the *Barangay* Councilor on Agriculture or Agriculture Technologist following established procedures. 4.2 The distribution of seeds, seedlings, and small animals to target families with malnourished children is assisted following established procedures. 4.3 The *Barangay* Councilor on Agriculture or Agriculture Technologist is assisted in orienting target clients on home and community gardening process based on the activity guidelines. 4.4 Establishment and maintenance of home and community food gardens are assisted according to activity guidelines. 4.5 Conduct of repayment scheme is assisted	**SCIENCE** 4.1 Types of seeds, seedlings, and small animals 4.2 Target clients for distribution of seeds, seedlings, and small animals 4.3 Procedures on planting seeds and raising small animals and planting calendar 4.4 Establishment and maintenance of Community Gardens 4.5 Repayment scheme for target clients **TECHNOLOGY** 4.6 Gardening tools **COMMUNICATION** 4.7 Report generation 4.8 Documentation process	4.1 Planning and coordinating the activity 4.2 Distributing program materials to target clients 4.3 Facilitating maintenance of community gardens 4.4 Demonstrating interpersonal skills 4.5 Demonstrating intrapersonal skills 4.6 Monitoring the program implementation 4.7 Preparing/ updating of records 4.8 Using gardening tools

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	following activity guidelines and in coordination with the agriculture office. 4.6 Activity implementation is monitored according to workplace requirements.		
5. Assist in the implementation of the PIMAM Program	5.1 **Systematic screenings** for acute malnutrition are conducted in applying community Integrated Management of Childhood Illness (IMCI) assessment. 5.2 Appetite test with Ready-to-use Therapeutic Food (RUTF) is performed to the identified **malnourished child** and **outpatient therapeutic care (OTC)** is started based on program guidelines. 5.3 Cases are recorded in the OTC registry and **OTC manager** is informed on admission, referral, and discharges based on program guidelines. 5.4 Home visits to the clients are conducted as agreed with the OTC manager. 5.5 IYCF Counselling especially on **proper feeding practices** to caregivers is provided, as necessary. 5.6 OTC manager is assisted in the management of supply and logistics chain based on program guidelines. 5.7 Follow-ups especially on absentees and defaulters are conducted and coordinated with the midwife. 5.8 **Complicated cases** are referred to the OTC	**SCIENCE** 5.1 Acute malnutrition 5.2 National Guidelines on the Management of Severe Acute Malnutrition (SAM) for Children under five years old 5.3 National Guidelines on the Management of Moderate Acute Malnutrition (MAM) for Children under five years 5.4 Community mobilization for active screening/ case finding and referral 5.5 Management of severe acute malnutrition 5.6 Roles and responsibilities of program managers **TECHNOLOGY** 5.7 Use and maintenance of MUAC tape **COMMUNICATION** 5.8 Report generation 5.9 OTC registry update	5.1 Conducting systematic screenings for acute malnutrition 5.2 Performing appetite test for RUTF 5.3 Counselling caregivers on proper feeding practices 5.4 Assisting in the management of supply and logistics chain 5.5 Conducting follow ups 5.6 Recording cases and updating of OTC registry 5.7 Consolidating and submitting monthly reports 5.8 Mobilizing peer support groups and caregivers 5.9 Referring complicated cases to ITC

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	manager or directly to ***inpatient therapeutic care (ITC)*** based on program guidelines. 5.9 ***Peer support groups*** and caregivers are mobilized based on program guidelines. 5.10 Monthly report is prepared and submitted to the OTC manager based on work requirements.		
6. Document the implementation of nutrition and related services	6.1 Documentation of the delivery of nutrition and related services is prepared based on work requirements. 6.2 Documentation is submitted to appropriate personnel for approval. 6.3 ***Records and other related documents*** are filed in following workplace requirements.	**TECHNOLOGY** 6.1 Use of computer and appropriate software (MS Word) **MATHEMATICS** 6.2 Computing percentages **COMMUNICATION** 6.3 Documentation guidelines 6.4 Record keeping	6.1 Preparing documentation of nutrition and related services and delivery 6.2 Keeping records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Clients	May include: 1.1 Families with children under five years old 1.2 Families with pregnant women 1.3 Families with lactating women 1.4 Families affected by under- and over nutrition 1.5 Families with PWD 1.6 Elderly
2. Referral	May include: 2.1 Sick and malnourished children to be referred to the rural health unit/health center through the midwife or nutrition action officer 2.2 Families with 0-2 years old to be referred to IYCF Counselors 2.3 Families with stunted children to be included in the list of beneficiaries for livelihood programs 2.4 Families with nutritionally at-risk pregnant women to be referred to the health center
3. Vulnerable groups	May include: 3.1 Malnourished children 3.2 Families with 0-2 years old children 3.3 Families with undernourished children 3.4 Families with nutritionally at-risk pregnant and lactating women 3.5 Elderly 3.6 Persons-with-disabilities
4. Nutrition and related services	May include: 4.1 Infant and Young Child Feeding 4.2 Micronutrient Supplementation 4.3 Food Fortification 4.4 Nutrition in Emergencies 4.5 Dietary supplementation program for pregnant women 4.6 Dietary supplementation program for 6-23 months old children 4.7 Home and community gardens 4.8 Nutrition Education classes 4.9 Growth Monitoring and Promotion

5. Information	May include:
	5.1 Client details for children
	    5.1.1 Weight
	    5.1.2 Height
	5.2 Client details for pregnant and lactating women
	    5.2.1 Date of weighing
	    5.2.2 Weight
	    5.2.3 Height
	5.3 Nutritional status

6. Appropriate personnel	May include: 6.1 Rural Health Midwife 6.2 *Barangay* Health Worker 6.3 Mother leaders/IYCF Counselors

VARIABLE	RANGE
	6.4 *Barangay* officials 6.5 Child Development Worker 6.6 Teacher-In-Charge 6.7 *Barangay* Nutrition Committee Members 6.8 Representatives of different agencies in the local government units
7. Master list of clients	May include: 7.1 Nutritionally at-risk pregnant women in the 3ʳᵈ trimester 7.2 Pregnant women in the 3ʳᵈ trimester 7.3 Nutritionally at-risk pregnant women regardless of gestational age 7.4 Nutritionally at-risk lactating women 7.5 Underweight under-five children 7.6 Stunted under-five children 7.7 Wasted under-five children
8. Materials and area	May include: 8.1 Master list of target clients 8.2 Attendance forms 8.3 Registration forms 8.4 Cycle menu plan 8.5 Kitchen tools and equipment 8.6 Storage area 8.7 Ingredients and food commodities 8.8 Anthropometric equipment 8.9 IEC materials

9. Baseline anthropometric measurements of target clients	May include:
	9.1 Pregnant women
	    9.1.1 Weight measurement
	    9.1.2 MUAC
	9.2 Lactating women
	    9.2.1 Body Mass Index (BMI)
	    9.2.2 MUAC
	9.3 Children under five years old
	    9.3.1 Weight
	    9.3.2 Height
	    9.3.3 MUAC

10. Food commodities and food packs	May include: 10.1 Enhanced Nutri-bun 10.2 Hot meals 10.3 Dry rations 10.4 Ready-to-eat lipid-based nutritional supplement 10.5 Ready-to-Use Supplemental Food (RUSF)
11. Distribution scheme	May include: 11.1 Center-based 11.2 Home-based
12. Food safety measures	12.1 Proper handling and storage of food commodities 12.2 Follow the "First-In, First-Out" system 12.3 Ensure that foods are covered and kept away from rats, flies, and other pests. 12.4 Proper hand washing

VARIABLE	RANGE
13. Seeds, seedlings, and small animals	May include: 13.1 Nitrogen-fixing protein rich legumes such as *kadyos, paayap,* string beans, sesame and *sigarilyas* 13.2 Leafy greens and others 13.3 Indigenous vegetables 13.4 Carbohydrate-rich roots and tubers 13.5 Chicken, swine, goat, fish (organic)
14. Systematic screenings	May include: 14.1 Use of mid upper arm circumference tape 14.2 Examination for bilateral edema
15. Malnourished child	May include: 15.1 Child with moderate acute malnutrition 15.2 Child with severe acute malnutrition
16. Outpatient therapeutic care (OTC)	May include: 16.1 Rural Health Units 16.2 *Barangay* Health Centers 16.3 *Barangay* Health Stations 16.4 Outpatient Department
17. OTC Manager	May include: 17.1 Midwife 17.2 Public Health Nurse
18. Proper feeding practices	May include: 18.1 Proper breastfeeding practices 18.2 Preparation of safe and adequate complementary foods for the child 18.3 Compliance to food safety guidelines
19. Complicated cases	May include: 19.1 Child with SAM that has failed the appetite test 19.2 Child with SAM that has medical complication 19.3 Child with severe edema (3+) or Marasmic Kwashiorkor 19.4 Children younger than 6 months with SAM
20. Inpatient Therapeutic Care	May include: 20.1 Hospitals 20.2 Rural Health Units
21. Peer support groups	May include: 21.1 Breastfeeding support group 21.2 Mother leaders 21.3 Women's groups
22. Records and other related documents	May include: 22.1 Attendance sheets 22.2 Registration forms 22.3 Master list of target clients 22.4 Photo documentation 22.5 Nutrition and related reports 22.6 Monthly accomplishment report 22.7 Diary

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified target clients to receive nutrition and related services 1.2 Referred vulnerable groups to appropriate nutrition and related services 1.3 Assisted in the delivery of nutrition and related services 1.4 Conducted home visits to clients 1.5 Assisted in the implementation of activities along dietary supplementation program for target clients 1.6 Assisted in the implementation of activities along home and community food gardening for target clients 1.7 Assisted in the implementation of PIMAM program 1.8 Documented the implementation of nutrition and related services
2. Resource Implications	The following resources should be provided: 2.1 Existing policies and guidelines in the conduct of nutrition and related services 2.2 BNS Handbook 2.3 Operational guidelines of programs 2.4 Tables and chairs 2.5 Office supplies 2.6 Forms 2.7 Workplace appropriate to the unit of competency 2.8 Tools, materials, and equipment appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Written Examination 3.4 Observation with questioning 3.5 Case study 3.6 Portfolio 3.7 Work-related projects 3.8 Work sample
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY   :   PROMOTE ADOPTION OF POSITIVE NUTRITION BEHAVIORS

UNIT CODE   :   HHC226304

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills, and attitudes needed by the *Barangay* Nutrition Scholar to promote key positive nutrition behaviors and other supportive behaviors among clients using various interpersonal communication strategies.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Counsel mothers and caregivers on infant and young child nutrition	1.1 *Clients for counseling* are identified and located using *nutrition and related records.* 1.2 Each client is interviewed to obtain *needed information* following established procedures. 1.3 *Client's problem* is assessed based on the results of the interview. 1.4 *Appropriate actions* are identified together with the client based on the analysis of the problems and gathered data. 1.5 Activity is documented based on activity guidelines. 1.6 Client's progress is monitored by conducting home visits. 1.7 *Clients with special cases* are referred to *appropriate service providers.*	**SCIENCE** 1.1 Infant and Young Child Feeding (IYCF) including key messages, common problems, and recommendations 1.2 Counselling procedures including building confidence, giving support, and conducting follow-up support 1.3 Assessment of infant and young child feeding practices using Job Aids **COMMUNICATION** 1.4 Basic Counseling Skills 1.5 Monitoring process of clients' progress 1.6 Documentation process	1.1 Counseling mothers and caregivers 1.2 Building confidence and giving support 1.3 Demonstrating counselling skills 1.4 Gathering information and data using job aids 1.5 Documenting activities 1.6 Demonstrating interpersonal skills 1.7 Use of IYCF Counseling card when counseling 1.8 Monitoring client's progress
2. Assist in organizing Infant and Young Child Feeding (IYCF) support groups for mothers	2.1 *Possible partners* for the support groups are invited to attend a general assembly as scheduled. 2.2 The team leader is assisted in the orientation of *volunteers and peer counsellors* following the activity	**SCIENCE** 2.1 Guide on mobilizing community support for Infant and Young Child Feeding (IYCF) Program 2.2 Assessment and analysis of community data related to Infant and Young Child	2.1 Planning and coordinating the activity 2.2 Network building 2.3 Advocating for support 2.4 Gathering information and data through surveys 2.5 Demonstrating

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	requirements. 2.3 *Data* related to program implementation are gathered based on the information needs for assessment.	Feeding **COMMUNICATION** 2.3 Report preparation 2.4 Data gathering through a survey	safety measures 2.6 Analyzing data 2.7 Demonstrating interpersonal skill 2.8 Report preparation
3. Conduct nutrition education classes	3.1 The conduct of *nutrition education classes* is coordinated with the appropriate personnel. 3.2 Activity schedule and *materials* are prepared based on guidelines. 3.3 Details of the activity are communicated to the *target participants* and speakers, as needed. 3.4 Nutrition education class is facilitated using appropriate *manuals/tools.* 3.5 *Preliminary activities* conducted as planned. 3.6 Attendance of target participants are monitored using appropriate *forms.* 3.7 Nutrition education classes are documented in accordance with workplace requirements. 3.8 Participants requiring additional support referred to appropriate service providers.	**SCIENCE** 3.1 Methods used in communication, trainings, and seminars 3.2 Effective presentation and facilitation 3.3 Overview on the use of available nutrition education modules: 3.3.1 *Idol ko si Nanay* Learning Sessions Facilitator's Guide 3.3.2 *Idol ko si Tatay* Learning Sessions Facilitator's Guide 3.3.3 Participatory Cooking Demonstration 3.3.4 *Pabasa sa Nutrisyon* 3.3.5 DOST *PINOY* Module 3.3.6 Other developed nutrition education materials **COMMUNICATION** 3.4 Visual aid preparation 3.5 Documentation process	3.1 Planning and coordinating the activity 3.2 Influencing/ convincing clients to attend the class 3.3 Building networks 3.4 Preparing lesson plan and visual aids 3.5 Demonstrating use of available Information, Education, and Communication (IEC) materials 3.6 Facilitating nutrition education classes 3.7 Demonstrating presentation skills 3.8 Demonstrating interpersonal skills 3.9 Documenting the activity
4. Distribute Information, Education, and Communication (IEC)	4.1 Target clients are identified based on nutrition and related records. 4.2 *Information, Education, and*	**SCIENCE** 4.1 Types of existing IEC materials developed or approved by NNC	4.1 Distributing IEC materials to target clients 4.2 Handling queries from target

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
materials to target clients	***Communication (IEC) materials*** are distributed in accordance with workplace requirements. 4.3 Initial feedback and questions from clients during the distribution are noted and addressed appropriately. 4.4 The activity is documented based on the workplace requirements.	**COMMUNICATION** 4.2 Guideposts in distributing IEC materials to the community 4.3 Documentation process	clients 4.3 Documenting the activity
5. Advise target clients on physical activities and reducing sedentary behaviors	5.1 Clients are informed on the Guidelines on physical activities for Filipinos following established procedures. 5.2 ***Basic information on physical activities and reducing sedentary behaviors*** are provided to target clients using tools and IEC materials. 5.3 Clients are referred to appropriate service providers as needed. 5.4 Records are updated based on the service provided.	**SCIENCE** 5.1 Philippine National Guidelines on Physical Activity 5.2 WHO Guidelines on Physical Activity including for young children 5.3 Referral system **COMMUNICATION** 5.4 Record updating	5.1 Counseling target clients 5.2 Using available Information, Education, and Communication (IEC) materials 5.3 Referring target clients to appropriate service providers 5.4 Influencing clients to adopt positive behaviors 5.5 Demonstrating interpersonal skill 5.6 Updating records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Clients for counselling	May include: 1.1 Families with children 0-2 years old 1.2 Families with pregnant women 1.3 Families with lactating women 1.4 Families with malnourished children
2. Nutrition and related records	May include: 2.1 Master list of children under five years of age 2.2 Master list of pregnant and lactating women 2.3 Nutrition and related program beneficiaries 2.4 Health service records/target client list 2.5 Family Profile
3. Needed information	May include: 3.1 Mother/caregiver's occupation 3.2 Mode of infant feeding (exclusively breastfeed, mixed feeding, formula milk feeding) 3.3 Mother/caregiver's knowledge on infant and young child nutrition 3.4 Complementary feeding practices
4. Client's problem	May include: 4.1 Breastfeeding problems 4.2 Infant not gaining adequate weight 4.3 Mother/caregiver going back to work 4.4 Mother's lack of confidence in breastfeeding her infant 4.5 Perceived lack of breastmilk
5. Appropriate actions	May include: 5.1 Breastmilk expression and proper storage 5.2 Proper breastfeeding positions 5.3 Home remedies for sore and nipple problems 5.4 Proper preparation of complementary foods for babies 5.5 Building mother's confidence in breastfeeding 5.6 Lactation massage
6. Clients with special cases	May include: 6.1 Mothers with HIV 6.2 Mothers with infectious disease 6.3 Mothers with chronic disease which contraindicates breastfeeding
7. Appropriate service providers	May include: 7.1 Rural Health Midwife 7.2 Municipal Health Officer 7.3 Nurses 7.4 Pediatrician 7.5 Other concerned offices
8. Possible partners	May include: 8.1 Faith-based/religious groups 8.2 Youth 8.3 Senior citizens group 8.4 Women's group

VARIABLE	RANGE
	8.5 Organized mothers in the *barangay* 8.6 Community-based organization/NGOs 8.7 Associations 8.8 Civic groups
9. Volunteers and peer counsellors	May include: 9.1 Women with successful breastfeeding experience 9.2 Have similar background to the women to be counseled 9.3 Have experience in community work 9.4 Live in the community 9.5 Respected by the community
10. Data	May include: 10.1 Number of pregnant women in the community 10.2 Number of children 0-6 months old 10.3 Number of children 7-11 months old 10.4 Number of children 12-24 months old 10.5 Number of children 25-35 months old
11. Nutrition education classes	May include: 11.1 *Idol ko si Nanay* Learning Sessions 11.2 *Idol ko si Tatay* Learning Sessions 11.3 Participatory Cooking Demo 11.4 *Pabasa sa Nutrisyon* 11.5 DOST *PINOY* Classes
12. Materials	May include: 12.1 Registration form 12.2 Attendance form 12.3 Pre-test and post-test 12.4 Nutrition and related forms 12.5 Visual aids 12.6 Available IEC materials 12.7 Manual/modules 12.8 Kitchen tools and equipment 12.9 Ingredients
13. Target participants	May include: 13.1 Mothers of 0-2 years old children 13.2 Pregnant women 13.3 Lactating women 13.4 Caregivers/other family members 13.5 Fathers 13.6 4Ps members
14. Manuals/tools	May include: 14.1 Facilitator's guide of *Idol ko si Nanay* 14.2 Facilitator's guide of *Idol ko si Tatay* 14.3 FAO's *Gabay sa Pagsasagawa ng* Participatory Cooking Demonstration 14.4 *Pinggang Pinoy*
15. Preliminary activities	May include: 15.1 Prayer 15.2 Ice breaker activities 15.3 Recap 15.4 Messages

VARIABLE	RANGE
	15.5 Getting to know you activities 15.6 Pre-test

16. Forms	May include:
	  16.1 Registration form
	  16.2 Attendance sheet
	  16.3 Pre-test and post-test

17. Information, Education, and Communication (IEC) Materials	May include:
	  17.1 Flyers
	  17.2 Posters
	  17.3 *Pinggang Pinoy*
	  17.4 Booklet
	  17.5 Pamphlet
	  17.6 Brochure

18. Basic information on physical activities and reducing sedentary behaviors	May include:
	  18.1 Recommended minutes of exercise per day based on age groups
	  18.2 Types of physical activities and exercises
	  18.3 Ways to reduce sedentary behaviors
	  18.4 Recommended number of sleep for different age groups

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	  1.1 Counseled mothers and caregivers on infant and young child nutrition
	  1.2 Conducted nutrition education classes
	  1.3 Assisted in organizing Infant and Young Child Feeding (IYCF) support groups for mothers
	  1.4 Distributed Information, Education, and Communication (IEC) materials to target clients
	  1.5 Advised target clients on physical activities and reducing sedentary behaviors

2. Resource Implications	The following resources should be provided:
	  2.1 Printed copy of *Idol ko si Nanay* modules, handouts, and other related materials
	  2.2 Sample activity forms (registration forms, attendance sheets, pre-test and post-test)
	  2.3 Office supplies
	  2.4 Workplace appropriate to the unit of competency
	  2.5 Tools, materials, and equipment appropriate to the unit of competency

3. Methods of Assessment	Competency in this unit may be assessed through:
	  3.1 Demonstration with questioning
	  3.2 Interview
	  3.3 Written Examination
	  3.4 Observation with questioning
	  3.5 Work sample

4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY   :   MONITOR AND EVALUATE COMMUNITY NUTRITION PROGRAMS

UNIT CODE   :   HHC226305

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills, and attitudes needed by the *Barangay* Nutrition Scholar to conduct monitoring and evaluation of community nutrition programs, projects, and activities.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assist in the conduct project monitoring visits	1.1 Project visits of *Barangay* Nutrition Committee members are planned and coordinated with the ***appropriate personnel.*** 1.2 ***Stakeholders*** are interviewed to track the progress of the project following established procedures. 1.3 ***Observations*** are included in the BNS Accomplishment Report and BNAP Accomplishment Report.	**COMMUNICATION** 1.1 Basic interview skills 1.2 Plan and coordinate project visits 1.3 Data gathering during monitoring 1.4 Project guidelines	1.1 Planning and coordinating project visits 1.2 Demonstrating interview skills 1.3 Gathering necessary data and information 1.4 Demonstrating interpersonal skills 1.5 Comparing intended project process and results vis-à-vis actual results 1.6 Identifying recommendations based on results of the visit
2. Prepare the BNS Accomplishment report	2.1 BNS Action Plan is prepared using the appropriate form (BNS Form No. 2) as means of verification for tasks undertaken as basis for grant of LGU incentives. 2.2 Accomplishments are plotted in the BNS Action Plan against planned monthly targets of the BNAP. 2.3 ***Records*** are consolidated and analyzed based on the requirements for the preparation of monthly accomplishment report.	**SCIENCE:** 2.1 Parts of BNS Accomplishment Report and essential data required **TECHNOLOGY** 2.2 Use of computer and appropriate software 2.3 Data collection and analysis **MATHEMATICS** 2.4 Computation of percentages **COMMUNICATION** 2.5 Preparation of the Accomplishment	2.1 Report writing 2.2 Demonstrating accuracy in simple computation 2.3 Demonstrating accuracy in reviewing and reporting data

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Necessary information is supplied monthly in the BNS Accomplishment Report Form (BNS Form No. 4) and compared with BNS Action Plan following established procedures. 2.5 Report is submitted to **appropriate offices** following agreed upon timeframe.	Report 2.6 Preparation of the *Barangay* Nutrition Scholar Action Plan 2.7 Consolidation of reports 2.8 Documentation of projects and activities	
3. Assist in the preparation of BNAP Accomplishment report	3.1 The committee is assisted in the consolidation of records of activities and outputs following established procedure. 3.2 The committee is assisted in assessing and analyzing *Data* following the targets of BNAP. 3.3 *Adjustments (re-planning)* to meet the targets are decided and agreed by the committee. 3.4 Presentation of the analyzed data during committee meeting is facilitated as scheduled. 3.5 The committee is assisted in the preparation of the BNAP Accomplishment Report quarterly following the report format. 3.6 Report is submitted to appropriate offices following the scheduled deadline.	**SCIENCE:** 3.1 Parts of BNAP Accomplishment Report and essential data required **TECHNOLOGY** 3.2 Use of computer and appropriate software (MS Word, MS Excel) **COMMUNICATION** 3.3 Accomplishment Report preparation 3.4 *Barangay* Nutrition Action Plan (BNAP) Quarterly and Annual Accomplishment Report preparation 3.5 Consolidation of reports and documentation	3.1 Report writing 3.2 Demonstrating use of computer 3.3 Demonstrating interpersonal skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Assist the *Barangay* Nutrition Committee in evaluating the implementation of the BNAP	4.1 The committee is assisted in the preparation and consolidation of BNAP Accomplishment Reports following established procedures. 4.2 The BNC is assisted in the evaluation of the BNAP using the MELLPI Pro tool for Barangays. 4.3 ***Strengths*** and ***areas for improvement*** are identified in the implementation of BNAP based on the results of the quarterly report. 4.4 Assist the *Barangay* Nutrition Committee in deciding on the recommendations for plan modification. 4.5 The *Barangay* Secretary is assisted in the documentation of meetings in accordance with workplace requirements. 4.6 Minutes of committee meetings are filed for record keeping. 4.7 The committee is assisted in updating the results of BNAP Quarterly Accomplishment Report summarized in a wall chart. 4.8 Spot map is updated with inputs from the members of the *Barangay* Nutrition Committee.	**SCIENCE** 4.1 Nutrition program monitoring and evaluation process 4.2 MELLPI PRO tool for *barangays* 4.3 Preparation of wall chart 4.4 Update of the spot map **TECHNOLOGY** 4.5 Use of computer and appropriate software (MS Word, MS Excel) **COMMUNICATION** 4.6 Preparation of minutes of meetings 4.7 Record keeping	4.1 Evaluating implementation of the *Barangay* Nutrition Action Plan using the MELLPI Pro tool for Barangay 4.2 Demonstrating accuracy in reviewing and reporting data 4.3 Demonstrating interpersonal skills 4.4 Demonstrating computer literacy 4.5 Writing minutes of meetings 4.6 Updating and keeping of records 4.7 Preparing a wall chart of accomplishments 4.8 Updating of spot map

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate personnel	May include 1.1 *Barangay* implementers such as purok leaders, mother leaders, *barangay* volunteers
2. Stakeholders	May include: 2.1 Beneficiaries 2.2 Partners 2.3 Civic groups
3. Observations	May include: 3.1 Successes and problems in the implementation of the activity 3.2 Participation of target beneficiaries 3.3 Appropriateness of area of implementation
4. Records	May include: 4.1 Registration forms 4.2 Attendance sheets 4.3 Photo documentation 4.4 Results of nutritional assessment 4.5 Documentation reports
5. Appropriate offices	May include: 5.1 *Barangay* Nutrition Committee Chair and members 5.2 City/Municipal Nutrition Action Officer
6. Data	May include: 6.1 Results of regular nutritional assessment 6.2 Accomplishments of nutrition related projects and activities 6.3 Challenges encountered in implementing nutrition related projects and activities
7. Adjustments (re-planning)	May include: 7.1 Revise targets 7.2 Mobilize/reallocate resources 7.3 Stop projects 7.4 Implement additional ones
8. Strengths	May include: 8.1 High participation of target clients 8.2 Involvement of partners/organization in the implementation of programs
9. Areas for improvement	May include: 9.1 Targeting/prioritization of clients 9.2 Budgeting

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Assisted in the conduct project monitoring visits in the community
	1.2 Prepared the BNS Accomplishment report monthly
	1.3 Assisted in the preparation of the BNAP Accomplishment report quarterly
	1.4 Submitted all reports to *Barangay* Nutrition Committee and City/Municipal Nutrition Office
	1.5 Assisted the *Barangay* Nutrition Committee in evaluating the implementation of the *Barangay* Nutrition Action Plan
2. Resource Implications	The following resources should be provided:
	2.1 Forms (*Barangay* Nutrition Scholar Action Plan, BNS Accomplishment Report and BNAP Accomplishment Report)
	2.2 Sample wall chart and spot map
	2.3 Office supplies
	2.4 Workplace appropriate to the unit of competency
	2.5 Tools, materials, and equipment appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with questioning
	3.2 Interview
	3.3 Written Examination
	3.4 Observation with questioning
	3.5 Work sample
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for COMMUNITY NUTRITION SERVICES NC II.

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

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to include green technology, issues on health and drugs and catering to persons with disabilities (PWDs).

Course Title: COMMUNITY NUTRITION SERVICES **Level: NC II**

Nominal Training Duration:

37	hours	Basic Competencies
112	hours	Common Competencies
177	hours	Core Competencies
326	**hours**	**TOTAL**
160	hours	Supervised Industry Learning (SIL)

Course Description:

This course is designed to provide the learner with knowledge, skills and attitude, applicable in performing work activities involve in conducting assessment of nutritional status of children under five years old, aiding the *Barangay* Nutrition Committee in performing its functions, assisting in the delivery of nutrition and related services, promoting adoption of positive behaviors, and monitoring and evaluating community nutrition programs. This includes classroom learning activities and practical work in actual work site or simulation area.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieve.

BASIC COMPETENCIES
(37 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Participate in workplace communication	1.1. Obtain and convey workplace information	• Describe organizational policies
		• Read:
		  o Effective communication
		  o Written communication
		  o Communication procedures and systems
		• Identify:
		  o Different modes of communication
		  o Medium of communication
		  o Flow of communication
		  o Available technology relevant to the enterprise and the individual's work responsibilities
		• Prepare different types of question
		• Gather different sources of information
		• Apply storage system in establishing workplace information
		• Demonstrate Telephone courtesy
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	1.2. Perform duties following workplace instructions	• Read:
		  o Written notices and instructions
		  o Workplace interactions and procedures
		• Read instructions on work related forms/documents
		• Perform workplace duties scenario following workplace instructions
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	1.3. Complete relevant work related documents	• Describe communication procedures and systems • Read: o Meeting protocols	• Group discussion • Lecture • Demonstration • Role play	• Oral evaluation • Written examination • Observation	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

		o Nature of workplace meetings
		o Workplace interactions
		o Barriers of communication
		• Read instructions on work related forms/documents
		• Practice:
		  o Estimate, calculate and record routine workplace measures
		  o Basic mathematical processes of addition, subtraction, division and multiplication
		• Demonstrate office activities in:
		  o workplace meetings and discussions scenario
		• Perform workplace duties scenario following simple written notices
		• Follow simple spoken language
		• Identify the different Non-verbal communication
		• Demonstrate ability to relate to people of social range in the workplace
		• Gather and provide information in response to workplace requirements
		• Complete work-related documents			

2. Work in a team environment	2.1 Describe team role and scope	• Discussion on team roles and scope
		• Participate in the discussion:
		  o Definition of Team
		  o Difference between team and group
		  o Objectives and goals of team
		• Locate needed information from the different sources of information
			• Lecture/ Discussion
			• Group Work
			• Individual Work
			• Role Play
				• Role Play
				• Case Study
				• Written Test
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	2.2 Identify one's role and responsibility within team	• Role play:
		  o individual role and responsibility
		• Role Play
		  o Understanding Individual differences
		• Discussion on gender sensitivity
			• Role Play
			• Lecture/ Discussion
				• Role Play
				• Written Test
					1 hour

	2.3 Work as a team member	• Participate in group planning activities • Role play : Communication protocols • Participate in the discussion of standard work procedures and practices	• Group work • Role Play • Lecture/ Discussion	• Role Play • Written Test	1 hour
3. Solve/address routine problems	3.1 Identify routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Analyze routine/procedural problems	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.2 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Formulate possible solutions to problems and document procedures for reporting			
	3.3 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
4. Develop Career and Life Decisions	4.1 Manage one's emotion	• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals • Explain enablers and barriers in achieving personal and career goals • Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. • Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional • Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace			
	4.2 Develop reflective practice	• Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy • Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence • Demonstrate self-acceptance and being able to accept challenges	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.3 Boost self-confidence and develop self-regulation	• Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc. • Determine strengths and weaknesses	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	• Identify different roles of individuals in contributing to doing things better in the workplace	• Interactive Lecture • Appreciative Inquiry	• Psychological and behavioral Interviews	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people	• Demonstration • Group work	• Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance • Standardized assessment of character strengths and virtues applied	
	5.2 Discuss and develop ideas with others	• Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance.	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				• Standardized assessment of character strengths and virtues applied	
	5.3 Integrate ideas for change in the workplace	• Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings • Demonstrate basic skills in data analysis	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour

6. Present relevant information	6.1 Gather data/ information	• Lecture and discussion on:
		  - Organisational protocols
		  - Confidentiality and accuracy
		  - Business mathematics and statistics
		  - Legislation, policy and procedures relating to the conduct of evaluations
		• Reviewing data/ information
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	6.2 Assess gathered data/ information	• Lecture and discussion on:
		  - Data analysis techniques/ procedures
		  - Organisational values, ethics and codes of conduct
		  - Trends and anomalies
		• Computing business mathematics and statistics
		• Application of data analysis techniques
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 hours

	6.3 Record and present information	• Lecture and discussion on:
		  - Reporting requirements to a range of audiences
		  - Recommendations for possible improvements
		• Analysis and comparison of interim and final reports' outcomes
		• Reporting of data findings
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 hours

7. Practice Occupational Safety and Health Policies and Procedures	7.1 Identify OSH compliance requirements	• Discussion regarding:
		  - Hierarchy of Controls
		  - Hazard Prevention and Controls
		  - Work Standards and Procedures
		  - Personal Protective Equipment
			• Lecture
			• Group Discussion
				• Written Exam
				• Demonstration
				• Observation
				• Interviews / Questioning
					1 hour

	7.2 Prepare OSH requirements for compliance	• Identification of required safety materials, tools and equipment • Handling of safety control resources	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	• Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews /	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				• Questioning	
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	• Identify the processes on environmental policies • Relate the necessary skills in response to changing environmental policies needs - Waste Management Skills - Conservation of Energy in workplace	• Lecture • Group Discussion • Simulation • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	• Discussion of environmental protection and resource efficiency targets • Analysis on the relevant work procedure	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	8.3 Convey inefficient and ineffective environmental practices	• Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing environment awareness	• Lecture • Group Discussion • Role Play • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	• Case studies on best entrepreneurial practices • Discussion on quality procedures and practices • Case studies on cost consciousness in resource utilization	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	1 hour
	9.2 Communicate entrepreneurial workplace best practices	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• Written Test • Interview	1 hour
	9.3 Implement cost-	• Case studies on Preservation, optimization and judicious use of workplace resources	• Case Study • Lecture/	• Case Study • Written Test	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	effective operations		Discussion	• Interview	

COMMON COMPETENCIES
(112 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1 Implement and monitor infection control policies and procedures (32 hours)	1.1 Provide information to the work group about the organization's infection control policies and procedures.	• Lecture and discussion on: - Use of personal protective equipment (PPE) - Transmission of infectious diseases - Concepts and modes of communication - Communication equipment (computer, telephone, cell phone etc.) - OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures - Respecting for patient / client rights - Literacy levels and communication skills of work group members and consequent suitable communication techniques • Demonstrate proper use of personal protective equipment (PPE) • Demonstrate proper hand washing (WHO Standard) • Apply Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) • Demonstrate use of disinfectant • Apply social distancing • Demonstrate operating equipment for communication • Apply effective communicating and interpersonal skills including: - language competence	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- literacy and reading competence - negotiating Skills - intra and Interpersonal skills			
	1.2 Integrate the organization's infection control policy and procedure into work practices	• Lecture and discussion on: - Use of verbal and non-verbal therapeutic communication - RA 11058 – OSH Law - RA 9008 – Ecological Solid Waste Management Act - RA 856 – Sanitation Code of the Phil. - Hazards and infectious risk - Safe work procedures - Use of computer for documentation and reporting • Demonstrate appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) • Encourage employees to report hazards and risks in the work place • Recognize suggestions of employees to improve infection control practices	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours
	1.3 Monitor infection control performance and implement improvements in practices	• Lecture and discussion on: - Key performance indicators of infection control and prevention - Monitoring, surveillance and investigation of infection risks and hazardous events - Aggregate infection control information reports	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face)	• Written test (online / face to face) • Interview • Portfolio assessment	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate identification, correction and reporting inadequacies in work procedures and infection control measures	• Demonstration	• Demonstration with oral questioning	
2. Respond effectively to difficult/ challenging behavior (24 hours)	2.1 Plan responses	• Lecture and discussion on: - Concepts and modes of communication - Environmental and institutional, rules, guidelines, policies and procedures - Issues relating to difficult and challenging behavior - Patient / client issues which need to be referred to an appropriate health professional - Policies and rules of health professionals involved with the care of patient / client - Literacy levels and communication skills of work group members and consequent suitable communication techniques - Modes of verbal, non-verbal, and written communication • Apply thinking and responding quickly and strategically • Remain alert to potential incidents of difficult or challenging behavior • Demonstrate working with others and display empathy with patient / client and relatives • Apply intra and interpersonal skills • Demonstrate reporting and documentation with accuracy	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration	• Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Apply response	• Lecture and discussion on: - Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior • Apply thinking and responding quickly and strategically • Remain alert to potential incidents of difficult or challenging behavior • Demonstrate working with others and display empathy with patient / client and relatives • Apply intra and interpersonal skills Demonstrate reporting and documentation with accuracy	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	8 hours
	2.3 Report and review incidents	• Lecture and discussion about the concepts of incident reports and documentations • Outline organizational policies in reporting and reviewing workplace incidents • Make use of questioning and debriefing techniques • Demonstrate appropriate incident reporting and documenting in the workplace	• Lecture • Demonstration	• Written test • Demonstration	4 hours
3. Apply basic first aid (24 hours)	3.1 Assess the situation	• Discuss and explain basic anatomy and physiology (parts of the human body) • Classify the mode of communication in an assessing the situation • Discuss and explain first aid principles	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning	• Written test (online / face to face) • Interview • Portfolio assessment • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Discuss, identify and explain the use of equipment (BP apparatus, pulse oxymeter, digital thermometer etc.) • Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures • Discuss and explain reporting, documentation and use of non-verbal and verbal communication • Identify the abnormal vital signs of patient / client • Identify the mode of communication • Make use of appropriate modes of communication • Demonstrate resuscitation skills • Utilize operating equipment as required for the assessment of patient / client • Apply safe manual handling of casualty • Adapt OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures • Reporting preparation • Make use of intra and Interpersonal skills • Demonstrate appropriate incident reporting and documenting	• Video Presentation (offline / face to face) • Demonstration • Role play	• Demonstration with questioning	
	3.2 Apply basic first aid techniques	• Lecture and discussion about training application of first aid	• Lecture (online / face to face) • Discussion (online / face to face)	• Written test (online / face to face) • Interview	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Discuss and explain the proper use of equipment for first aid response (ambubag, oxygen etc.) • Compare the normal and abnormal vital signs • Analyze the needs for first aid • Demonstrate first aid procedures • Utilize operating equipment as required for the assessment of patient / client • Illustrate OHS, infection control, environmental and institutional, rules, guidelines, policies and procedures • Make use of verbal and non-verbal communication • Make use of intra and interpersonal skills • Demonstrate appropriate incident reporting and documenting	• Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Portfolio assessment • Observation • Demonstration with questioning	
	3.3 Communicate details of the incident	• Lecture and discussion about concepts of communication in an accident/incident situation • Read and explain the use of equipment for communication (computer, cellphone, radio, network, etc.) • Classify the mode of communication in an accident/incident situation • Select appropriate tools, supplies and equipment in communication • Make use of intra and interpersonal skills • Demonstrate appropriate communication skills reporting and documenting	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	4 hours

4. Maintain high standards of patient / client services
 	
(32 hours)
	4.1 Communicate appropriately with patients / clients	• Lecture and discussion on:
		  - Mathematical operations such as addition, subtraction, division, multiplication
		  - Concepts on modes of communication
		  - Equipment needed for communication (computer, cell phone, and other forms of media)
		  - Roles and responsibilities of self and other workers within the organization
		  - Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others
		  - Institutional policy on patient / client rights and responsibilities
		  - Reporting and documentation with accuracy
		• Apply mathematical operations such as addition, subtraction, division, multiplication
		• Read and understand client handling and interaction
		• Define concepts and mode of communication
		• Demonstrate following instructions and guidance of health professionals involved with the care of patient / client
		• Show how to deal with conflict
		• Participate in the discussion of client handling and interaction
		• Participate in the demonstration in communicating properly with different types of clients, and of different nationalities
			• Lecture (online / face to face)
			• Discussion (online / face to face)
			• Self-Learning
			• Video Presentation (offline / face to face)
			• Demonstration
			• Role play
				• Written test (online / face to face)
				• Interview
				• Portfolio assessment
				• Observation
				• Demonstration with questioning
					12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Participate in the demonstration in delivering correct information to the client • Demonstrate empathy with patient / client and relatives • Apply intra and Interpersonal skills			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Establish and maintain good interpersonal relationship with patients / clients	• Lecture and discussion on: - Cultural differences of patient / client including rules and policies as necessary - Institutional policy on patient / client rights and responsibilities - Management of conflict • Identify the mode on communication appropriate for the situation • Establish and maintain relationships, taking into account individual differences • Follow the instructions and guidance of health professionals involved with the care of patient / client • Show how to respect patient / client rights • Use effective listening techniques • Apply appropriate verbal and non-verbal communication styles • Apply oral and written communication • Demonstrate working with others and displaying empathy with patient / client and relatives • Apply conflict management • Apply intra and Interpersonal skills • Reporting and documentation with accuracy	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Act in a respectful manner at all times	• Discuss identify and explain cultural differences of patient / client including rules and policies as necessary • Discuss and explain organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others • Demonstrate working with others and displaying empathy with patient / client and relatives • Make use of appropriate conflict management style • Utilize intra and interpersonal skills	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	6 hours
	4.4 Evaluate own work to maintain a high standard of patient / client service	• Discuss and explain evaluation and analysis of work performance • Identify standards for work procedures • Make use of standards for work procedures • Examine standards for work procedures • Utilize intra and interpersonal skills • Participate in the discussion of evaluation of work and standard of client service • Participate in demonstrating the application of evaluation of work and standard of client service	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	6 hours

CORE COMPETENCIES
(177 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Assess the nutritional status of children under five years old
 	
(30 hours)
	1.1 Prepare family profile and master list of children under five years of age	• Lecture and discussion on the following topics:
		  o Information needed for the Family Profile
		  o Latest measurement data of the children in the *barangay*
		  o Basic data privacy regulation
		  o Nutrition and health profiling guidelines
		  o Basic interview guidelines
		  o Master list of families
		  o Master list of children under five years old
		• Perform the following tasks:
		  o Interview clients following the family profile form (BNS Form No. 1A)
		  o Prepare family profile based on the results of the interview with the clients
		  o Prepare master list of children under five years old following the latest measurement data of the *barangay* and updated Family Profile
		  o Update the family profile in accordance with the set guidelines
		  o Gather information
			• Individual/ Modular/ Self-paced Learning
			• Distance Learning
			• Face-to-face lecture/ Discussion
			• Role Playing
			• Individual home assignment
				• Work sample (interviewing, accomplished family profile)
				• Oral questioning/ interview
				• Written Test
				• Return demonstration
				• Direct observation of candidate
					4 hours

	1.2 Assess the nutritional status of a child based	• Lecture and discussion on the following topics: o Forms of malnutrition	• Individual/ Modular/ Self-paced Learning	• Work sample • Oral questioning/ interview	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	on age-in-days, obtained length/height, weight, and mid-upper arm circumference (MUAC) values	○ Section V. 3E to F, Implementing Guidelines of Operation *Timbang* (OPT) Plus ○ WHO Child Growth Standards Chart ○ Mid-upper arm circumference (MUAC) value interpretation ○ Computation of age-in-days ○ Session 2.3 of Nutrition in Emergencies Manual • Perform the following tasks: ○ Compute age-in-days of target children following Operation *Timbang* (OPT) Plus guidelines ○ Classify nutritional status of a child based on length/height, weight and age-in-days using ECCD Card ○ Classify nutritional status of a child based on the Mid-Upper Arm Circumference (MUAC) value interpretation	• Distance Learning • Face-to-face lecture/ Discussion • Simulation • Individual home assignment	• Written test • Return demonstration • Direct observation of candidate (use of ECCD Card)	
	1.3 Conduct Operation *Timbang* (OPT) Plus with the team	○ Lecture and discussion on the following topics: ○ Implementing guidelines on Operation *Timbang* (OPT) Plus ○ Length/height and weight measurement procedures ○ Mid-Upper Arm Circumference (MUAC) measurement procedures ○ Safety measures ○ e-OPT Plus User's Guide	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Simulation	• Work sample (accomplished eOPT Plus Tool) • Oral questioning/ interview • Written test • Return demonstration (calibration of	18 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Use, verification, and maintenance of the height board - Use, calibration, and maintenance of the hanging weighing scale - Use and maintenance of the Mid-Upper Arm Circumference (MUAC) tape - Use of computer and appropriate software (e-OPT Plus Tool) - OPT Plus Report generation, reporting, and dissemination - Reporting flow and submission schedule - Perform the following tasks: - Prepare and coordinate activity schedule, materials, and anthropometric equipment with the OPT Plus team in accordance with the Operation *Timbang* (OPT) Plus guidelines - Calibrate or verify anthropometric equipment prior to use - Measure child's weight and length/height following standard procedures - Measure the Mid-Upper Arm Circumference (MUAC) of a child following standard procedures - Follow safety measures in accordance with the standard procedures - Encode data required in the e-OPT Plus tool based on the master list and results of	• Individual home assignment	anthropometric equipment, measurement of height and weight and field work plan) • Direct observation of candidate	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		OPT Plus activity and generate essential nutrition information o Prepare records o Demonstrate interpersonal skills o Refer clients to service providers			
5	1.4 Conduct growth monitoring and promotion	• Lecture and discussion on the following topics: o Table 1 of Implementing Guidelines of Operation *Timbang* (OPT) Plus o Result of the most recent Operation *Timbang* (OPT) Plus o Use of Early Childhood Care and Development (ECCD) card (with growth chart) o Interpretation of the accomplished ECCD card o Report Generation o Referral form for severely and moderate acute malnourished children • Performs the following tasks: o Conduct growth monitoring following the Operation *Timbang* (OPT) Plus Guidelines o Update records based on the results of growth monitoring o Assist parents/families/caregivers in plotting child growth in the ECCD card's growth chart o Inform parents/families/caregivers on their child's growth using the accomplished growth chart	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Simulation • Role play • Individual home assignment	• Work sample (use and explanation of ECCD) • Oral questioning/ interview • Written test • Return demonstration • Direct observation of candidate	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Refer children with severe acute malnutrition to appropriate service providers in accordance with Philippine Integrated Management of Acute Malnutrition (PIMAM) guidelines ○ Plan and coordinate the activity ○ Demonstrate interpersonal skills			
2. Assist the *Barangay* Nutrition Committee perform its functions (29 hours)	2.1 Coordinate with the *punong barangay* in organizing or reactivating the *Barangay* Nutrition Committee (BNC)	• Lecture and discussion on the following topics: ○ Policies/guidelines on establishing local nutrition committees ○ Indicators and dimensions in the MELLPI Pro tool for *Barangay* and in the Local Nutrition Committee (LNC) functionality checklist ○ Purpose and functions of the *Barangay* Nutrition Committee ○ Organizational set-up of the *Barangay* Nutrition Committee ○ Phase 1 of *Barangay* Nutrition Program Management and Key Activities ○ Presentation on *Barangay* Nutrition Committee's composition and functions ○ Documentation of *Barangay* Nutrition Committee Organization • Perform the following tasks: ○ Coordinate with the *Punong Barangay* the organization/reactivation of the *Barangay* Nutrition Committee following guidelines on	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Role Playing • Individual home assignment	• Work sample (BNC Composition – chart and roles) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		establishing functional local nutrition committees o Assist the *Punong Barangay* in identifying members of the *Barangay* Nutrition Committee and inform them of the functions of the *Barangay* Nutrition Committee following guidelines o Prepare and submit documentation of the *Barangay* Nutrition Committee organization following workplace requirements o Assist the *Barangay* Nutrition Action Officer (BNAO) (if available) and the BNC Chairperson in coordinating the activities of the committee to appropriate nutrition workers o Discuss MELLPI Pro and LNC functionality checklist with the committee members following established procedures o Coordinate with appropriate nutrition workers o Demonstrate interpersonal skills o Advocate for investment on nutrition			
	2.2 Assist the *Barangay* Nutrition Committee in the formulation of the *Barangay*	• Lecture and discussion on the following topics: o Results of OPT Plus Activity o Basic concepts on Nutrition and Malnutrition (with special focus on First 1000 Days) o Philippine Plan of Action for Nutrition o 8 Guide Questions in Assessing *Barangay*	• Individual/ Modular/ Self-paced Learning • Distance Learning	• Work sample (draft BNAP based on case study) • Oral questioning/ interview	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	Nutrition Action Plan (BNAP)	Nutrition Situation o *Barangay* Spot Map o Modified Problem Tree of Malnutrition o *Barangay* Nutrition Action Plan for the previous year o Guidelines in the formulation of the *Barangay* Nutrition Action Plan (BNAP) o Policies on budget for nutrition o Coordinating structure for nutrition program o Setting up SMART goals and objectives o Other *barangay* plans (*Barangay* Development Plan, Gender and Development Plan, Disaster Plan) o Use of computer in formulating BNAP o Computation of prevalence of nutrition problem (percentage) o Packaging process of the *Barangay* Nutrition Action Plan (BNAP) o Report generation • Perform the following tasks: o Prepare the tools and/or information for nutrition situation analysis as required o Assist the committee in assessing the nutrition situation using appropriate tools and lessons learned from past efforts o Assist the committee in setting SMART objectives for the *Barangay* Nutrition Action Plan (BNAP) following established procedures	• Face-to-face lecture/ Discussion • Case study • Role play • Individual home assignment	• Written test • Return demonstration • Direct observation of candidate	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Assist the committee in identifying and prioritizing nutrition interventions based on the Philippine Plan of Action for Nutrition, *barangay* nutrition situation, and result of prior year's monitoring and evaluation of nutrition programs o Assist in the preparation of work and financial plan following existing LGU formats and policies on budget o Assist the committee in packaging the plan in accordance with the *Barangay* Nutrition Action Plan (BNAP) format o Assist the committee in ensuring the adoption and financing of the plan, and mainstreaming of the BNAP in another *barangay* plans as appropriate o Advocate for increased investment on nutrition projects and related activities o Build networks and partnership o Deliver a presentation o Demonstrate interpersonal skills o Demonstrate intrapersonal skills o Demonstrate computer literacy			
	2.3 Assist the *Barangay* Nutrition Committee in the	• Lecture and discussion on the following topics: o Use of computer and appropriate software (MS Word) in preparation of minutes of meeting o Coordination of meeting schedule and	• Individual/ Modular/ Self-paced Learning • Distance Learning	• Work sample (minutes of a meeting) • Oral questioning/ interview	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	conduct of meetings	agenda ○ Basic parts of a minutes of a meeting • Perform the following tasks: ○ Coordinate meeting schedule to all committee members following established procedures ○ Prepare required information on nutrition as scheduled ○ Prepare minutes of the meeting or assist the *Barangay* Secretary in preparing minutes of meeting according to workplace requirements ○ Plan and coordinate the activity ○ Demonstrate interpersonal skills ○ Demonstrate computer literacy ○ File the minutes of the meeting	• Face-to-face lecture/ Discussion • Simulation • Individual home assignment	• Written test • Return demonstration • Direct observation of candidate	
3. Assist in the delivery of nutrition and related services (50 hours)	3.1 Identify target clients for delivery of services and referral	• Lecture and discussion on the following topics: ○ Prioritization of targets by intervention based on the Philippine Plan of Action on Nutrition and BNAP ○ Nutrition programs, projects, and activities (PPAs) offered by different LGU departments ○ Use of computer to update records ○ Computing total number of target clients per nutrition intervention ○ Identification and prioritization of target clients	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Case study • Role play • Individual home assignment	• Work sample (referral system, reports) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

		o Identification and prioritization of target clients
		    o Records updating
		    o Referral system
		• Perform the following tasks:
		    o Determine target clients for nutrition intervention based on the BNAP targets and updated master list
		    o Prepare and update list of clients for referral to other service providers based on the identified target clients
		    o Refer vulnerable groups to service providers for appropriate nutrition and related services following established procedures
		    o Update records based on the information from identified target clients
		    o Prioritize target clients
		    o Demonstrate interpersonal skills			

	3.2 Assist in the delivery of nutrition and related services	• Lecture and discussion on the following topics:
		    o List of nutrition and related programs and services according to the Philippine Plan of Action on Nutrition, Republic Act 11148 (*Kalusugan at Nutrisyon ng Mag-Nanay Act*), and *Barangay* Nutrition Action Plan (BNAP)
		    o Organizational linkages of BNS Program
		    o Policies and guidelines on regular delivery of nutrition and related services
			• Individual/ Modular/ Self-paced Learning
			• Distance Learning
			• Face-to-face lecture/ Discussion
			• Case study
				• Work sample (home visit plan)
				• Oral questioning/ interview
				• Written test
				• Return demonstration
					16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

		o Policies and guidelines related to nutrition in emergencies
		o Roles of BNSs during emergencies and in information management
		o Relevant policies and guidelines of Executive Order 51 (The Milk Code)
		o Checklist in implementing nutrition interventions
		o List of good practices on delivery of services according to Compendium of Action on Nutrition (CAN)
		o Resource Mobilization
		o Computation of percentage of target clients covered in nutrition intervention and related services
		o Mobilization of target clients
		o Record keeping and management
		o Referral system Compendium of Local Ordinances on Nutrition
		o Manual of Operations for the First One Thousand Days
		o Ensuring Nutrition Priorities In Local Development Plans and Budgets
		• Perform the following tasks:
		  o Coordinate delivery of nutrition and related services with the appropriate personnel both during normal times and emergencies
		  o Mobilize clients to participate in nutrition and related programs and services following established procedures
			• Role play
			• Individual home assignment
				• Direct observation of candidate	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Conduct home visits to clients following the field activity guidelines o Plan the activity o Mobilize resources o Execute nutrition services o Demonstrate interpersonal and intrapersonal skills o Compute percentage of target clients covered			
	3.3 Assist in the implementation of the dietary supplementation program	• Lecture and discussion on the following topics: o Dietary supplementation guidelines o Basic concepts on food safety o Basic concepts on menu planning o Cycle menu preparation o Target clients for dietary supplementation guidelines program o Monitoring process of clients' nutritional status o Possible adverse effects or negative effects of eating food supplies in the DSP o Record keeping and management o Documentation process • Perform the following tasks: o Assist in the preparation/updating of the master list of clients following program guidelines o Prepare and coordinate materials and area with the appropriate personnel	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Simulation • Role play • Individual home assignment	• Work sample (menu plan, food safety, orientation on the program) • Oral questioning/ interview • Written test • Return demonstration • Direct observation of candidate	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Record baseline anthropometric measurements of target clients based on the program guidelines o Assist staff-in-charge in orienting target clients on the implementation of the program in accordance with the program guidelines o Facilitate the delivery of food commodities and food packs to clients following the activity schedule and distribution scheme o Demonstrate food safety measures in accordance with proper food handling procedures o Calibrate or verify anthropometric equipment o Monitor weight, length/height, and nutritional status of the target clients based on the program guidelines o Monitor clients' compliance to the program following the program guidelines o Consolidate and submit Daily Acknowledgment Receipt to the appropriate personnel o Plan the activity o Demonstrate interpersonal skills o Demonstrate intrapersonal skills o Demonstrate use of computer o Monitor program implementation			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Monitoring adverse or negative effects of food commodities eaten o Demonstrating skills in proper storage of food commodities			
	3.4 Assist in the activities along home and community food gardening	• Lecture and discussion on the following topics: o Types of seeds, seedlings, and small animals o Target clients for distribution of seeds, seedlings, and small animals o Procedures on planting seeds and raising small animals, and planting calendar o Establishment and maintenance of community gardens o Repayment scheme for target clients o Gardening tools o Report generation o Documentation process • Perform the following tasks: o Coordinate with the *Barangay* Councilor on Agriculture or Agriculture Technologist in identifying seeds, seedlings, and small animals for distribution following established procedures o Assist in the distribution of seeds, seedlings, and small animals to target families with malnourished children following established procedures	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Case study • Role play • Individual home assignment	• Work sample (referral system, reports) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Assist the *Barangay* Councilor on Agriculture or Agriculture Technologist in orienting target clients on home and community gardening process based on the activity guidelines o Assist on the establishment and maintenance home and community food gardens according to activity guidelines o Assist on the conduct of repayment scheme following activity guidelines and in coordination with the agriculture office o Monitor activity implementation according to workplace requirements o Plan activity o Use of gardening tools o Demonstrate intrapersonal skills o Demonstrate interpersonal skills o Monitor program implementation o Prepare/update of records o Distribute program materials to target clients			
	3.5 Assist in the implementation of the PIMAM Program	• Lecture and discussion on the following topics: o Acute Malnutrition o National Guidelines on the Management of Severe Acute Malnutrition (SAM) for Children under five years old o National Guidelines on the Management of Moderate Acute Malnutrition (MAM) for	• Individual/ Modular/ Self-paced Learning • Distance Learning	• Work sample (accomplished OTC registry) • Oral questioning/ interview • Written Test	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Children under five years o Community mobilization for active screening/case finding and referral o Management of severe acute malnutrition o Roles and responsibilities of program managers o OTC registry update • Perform the following tasks: o Conduct systematic screenings for acute malnutrition is conducted in applying community Integrated Management of Childhood Illness (IMCI) assessment o Perform Appetite test with Ready-to-use Therapeutic Food (RUTF) to the identified malnourished child and start outpatient therapeutic care (OTC) based on program guidelines o Record cases in the OTC registry and inform the OTC manager on admission, referral, and discharges based on program guidelines o Conduct home visits to the clients as agreed with the OTC manager o Provide IYCF counselling especially on proper feeding practices, as necessary o Assist OTC manager in the management of the supply and logistics chain based on program guidelines	• Face-to-face lecture/ Discussion • Simulation • Individual home assignment	• Return demonstration • Direct observation of candidate	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Conduct follow-ups especially on absentees and defaulters based on the OTC registry o Refer complicated cases to the OTC manager or directly to inpatient therapeutic care o Mobilize peer support groups and caregivers based on program guidelines o Prepare monthly report and submit it to OTC manager based on work requirements			
	3.6 Document the implementation of nutrition and related services	• Lecture and discussion on the following topics: o Use of computer and appropriate software (MS Word) o Compute percentages o Documentation guidelines o Record keeping • Perform the following tasks: o Prepare documentation of the delivery of nutrition and related services based on work requirements o Submit documentation to appropriate personnel for approval o File records and other related documents following workplace requirements o Keep records	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Simulation • Individual home assignment	• Work sample (accomplished documentation/ report, filing documents) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	4 hours
4. Promote adoption of positive nutrition	4.1 Counsel mothers and caregivers on infant and young child nutrition	• Lecture and discussion on the following topics: o Infant and Young Child Feeding (IYCF) including key messages, common problems, and recommendations	• Individual/ Modular/ Self-paced Learning	• Work sample • Oral questioning/ interview	40 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
behaviors (57 hours)		o Counselling procedures including building confidence, giving support and conducting follow-up support o Assessment of infant and young child feeding practices using Job Aids o Basic Counselling Skills o Monitoring process of clients' progress o Documentation process • Perform the following tasks: o Identify and locate clients for counselling using nutrition and related records o Interview each client to obtain needed information following established procedures o Assess client's problem based on the results of the interview o Identify, together with the client, appropriate actions based on the analysis of the problems and gathered data o Document activity based on activity guidelines o Monitor client's progress by conducting home visits o Refer clients with special cases to appropriate service providers o Counsel mothers and caregivers o Build confidence and give support o Gather information and data using job aids	• Distance Learning • Face-to-face lecture/ Discussion • Case study • Role play • Individual home assignment	• Written Test • Return demonstration • Direct observation of candidate (counseling, use of IYCF Counseling Card)	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Demonstrate interpersonal skills o Demonstrate counselling skills o Use IYCF Counseling Card when counseling o Monitor client's progress o Document activities			
	4.2 Assist in organizing Infant and Young Child Feeding (IYCF) support groups for mothers	• Lecture and discussion on the following topics: o Guide on mobilizing community support for Infant and Young Child Feeding (IYCF) Program o Assessment and analysis of community data related to Infant and Young Child Feeding o Report preparation o Data gathering through a survey • Perform the following tasks: o Invite possible partners for the support groups to attend a general assembly as scheduled o Assist the team leader in orienting volunteers and peer counsellors following the activity requirements o Gather data related to program implementation based on the information needs for assessment o Plan and coordinate the activity o Build network linkages to strengthen the program	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Simulation • Case study • Individual home assignment	• Work sample • Oral questioning/ interview • Written test • Return demonstration • Direct observation of candidate	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Advocate support for the program o Demonstrate safety measures o Analyze data o Demonstrate interpersonal skills o Prepare report			

	4.3 Conduct nutrition education classes	• Lecture and discussion on the following topics:
		  o Methods used in communication, trainings, and seminars
		  o Effective presentation and facilitation
		  o Overview on the use different available nutrition education modules:
		    ▪ *Idol ko si Nanay* Learning Sessions Facilitator's Guide
		    ▪ *Idol ko si Tatay* Learning Sessions Facilitator's Guide
		    ▪ Participatory Cooking Demonstration
		    ▪ *Pabasa sa Nutrisyon*
		    ▪ DOST *PINOY*
		    ▪ Other developed nutrition education materials
		  o Visual aid preparation
		  o Documentation process
		• Perform the following tasks:
		  o Coordinate the conduct of nutrition education classes with the appropriate personnel
		  o Prepare activity schedule and materials based on guidelines
			• Individual/ Modular/ Self-paced Learning
			• Distance Learning
			• Face-to-face lecture/ Discussion
			• Case study
			• Role play
			• Simulation/ teaching demonstration
			• Individual home assignment
				• Work sample
				• Oral questioning/ interview
				• Written test
				• Return demonstration
				• Direct observation of candidate
					8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Communicate details of the activity to target participants and speakers, as needed o Facilitate nutrition education classes using appropriate manuals and tools o Conduct preliminary activities as planned o Monitor attendance of target participants using appropriate forms o Document nutrition education classes in accordance with workplace requirements o Refer participants requiring additional support to appropriate service providers o Build networks o Prepare lesson plan and visual aids o Demonstrate interpersonal skills			
	4.4 Distribute Information, Education, and Communication (IEC) materials to target clients	• Lecture and discussion on the following topics: o Types of existing Information, Education, and Communication (IEC) materials developed or approved by NNC o Guideposts in distribution of Information, Education, and Communication (IEC) materials o Documentation process • Perform the following tasks: o Identify target clients based on nutrition and related records	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Role play • Individual home assignment	• Work sample (distribution plan, handling FAQs) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Distribute Information, Education, and Communication (IEC) materials in accordance with workplace requirements o Note and address initial feedback and questions from clients as appropriate o Document the activity based on the workplace requirements			
	4.5 Advise target clients on physical activities and reducing sedentary behaviors	• Lecture and discussion on the following topics: o Philippine National Guidelines on Physical Activity o WHO Guidelines on Physical Activity including for young children o Referral system o Record updating • Perform the following tasks: o Inform clients on the Guidelines on Physical Activities for Filipinos following established procedures o Provide basic information on physical activities and reducing sedentary behaviors to target clients using tools and IEC materials o Refer clients to appropriate service providers as needed o Update records based on the service provided o Counsel target clients	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Case study • Simulation • Role play • Individual home assignment	• Work sample (counseling based on guidelines on physical activities) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Influence clients to adopt positive behaviors o Demonstrate interpersonal skills o Counsel target clients based on the guidelines on physical activities for Filipinos. o Provide available Information, Education, and Communication (IEC) materials as needed. o Implement referral system. o Influence clients to adopt positive behaviors. o Demonstrate interpersonal skills. o Monitor and document program implementation.			

5. Monitor and evaluate community nutrition programs
 	
(11 hours)
	5.1 Assist in the conduct of project monitoring visits	• Lecture and discussion on the following topics:
		  o Basic interview skills
		  o Plan and coordinate project visits
		  o Data gathering during monitoring
		  o Project guidelines
		• Perform the following tasks:
		  o Plan and coordinate project visits of *Barangay* Nutrition Committee members with the appropriate personnel
		  o Interview stakeholders to track the progress of the project following established procedures
			• Individual/ Modular/ Self-paced Learning
			• Distance Learning
			• Face-to-face lecture/ Discussion
			• Simulation
			• Individual home assignment
				• Oral questioning/ interview
				• Written Test
				• Return demonstration
				• Direct observation of candidate
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Include observations in the BNS Accomplishment Report and BNAP Accomplishment Report o Gather necessary data and information o Demonstrate interpersonal skills o Compare intended project process and results vis-à-vis actual results o Identify recommendations based on results of the visit			
	5.2 Prepare the BNS Accomplishment report	• Lecture and discussion on the following topics: o Parts of BNS Accomplishment Report and essential data required o Preparation of the Accomplishment Report o Use of computer and appropriate software o Data collection and analysis o Computation of percentages o Preparation of the *Barangay* Nutrition Scholar Action Plan o Consolidation of reports o Documentation of projects and activities • Perform the following tasks: o Prepare BNS Action Plan using the appropriate form (BNS Form No. 2) as means of verification for tasks undertaken as basis for grant of LGU incentives o Plot the accomplishments in the BNS Action Plan against planned monthly targets of the BNAP o Consolidate and analyze records based on the requirements for the preparation of monthly accomplishment report	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Individual home assignment	• Work sample (accomplished documentation/ report) • Oral questioning/ interview • Written Test	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Supply necessary information in the BNS Accomplishment Report form (BNS Form No. 4) monthly and compare with BNS Action Plan following established procedures - Submit report to appropriate offices following agreed upon timeframe - Demonstrate accuracy in simple computation - Demonstrate accuracy in reviewing and reporting data			
	5.3 Assist in the preparation of BNAP Accomplishment report	- Lecture and discussion on the following topics: - Parts of BNAP Accomplishment Report and essential data required - Use of computer and appropriate software (MS Word, MS Excel) - Compute percentages - Accomplishment Report preparation - BNAP Quarterly and Annual Accomplishment Report preparation - Consolidation of reports and documentation - Perform the following tasks: - Assist the committee in consolidating records of activities and outputs following established procedures - Assist the committee in assessing and analyzing data following the targets in of BNAP	- Individual/ Modular/ Self-paced Learning - Distance Learning - Face-to-face lecture/ Discussion - Individual home assignment	- Work sample (accomplished documentation/ report) - Oral questioning/ interview - Return demonstration - Written Test	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Facilitate the presentation of the analyzed data during the *Barangay* Nutrition Committee meeting as scheduled ○ Assist the *Barangay* Nutrition Committee in deciding and agreeing with the adjustments to meet the targets ○ Assist in preparing the *Barangay* Nutrition Action Plan (BNAP) Accomplishment Reports quarterly following the report format ○ Submit report to appropriate offices following the scheduled deadline ○ Demonstrate accuracy in simple computation ○ Demonstrate use of computer ○ Demonstrate interpersonal skills			
	5.4 Assist the Barangay Nutrition Committee in evaluating the implementation of BNAP	• Lecture and discussion on the following topics: ○ Nutrition program monitoring and evaluation process ○ Preparation of wall chart ○ MELLPI PRO Tool for *barangays* ○ Updating of spot map ○ Preparation of minutes of meetings ○ Record keeping • Perform the following tasks: ○ Assist the committee in preparing and consolidating the BNAP Accomplishment Reports following established procedures ○ Assist the BNC in assessing and analyzing data following the targets in the *Barangay*	• Individual/ Modular/ Self-paced Learning • Distance Learning • Face-to-face lecture/ Discussion • Simulation • Individual home assignment	• Work sample (accomplished documentation/ report) • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Nutrition Action Plan (BNAP) based on the results of the quarterly report o Assist the *Barangay* Nutrition Committee in deciding on the recommendations for plan modification o Assist the *Barangay* Secretary in documenting meetings in accordance with workplace requirements o Assist the committee in updating the results of the BNAP Quarterly Accomplishment Report summarized in a wall chart o Update spot map with inputs from the members of BNC o Assist the BNC in the evaluation of the BNAP using the MELLPI PRO tool for *barangays* o Demonstrate accuracy in reviewing and reporting data o Demonstrate interpersonal skills o Demonstrate computer literacy o Write minutes of meeting o Update and keep records o Prepare a wall chart of accomplishments o Update the spot map			

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

   a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
   b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
   c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
   d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
   e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
   f. Training program allows for recognition of prior learning (RPL) or current competencies;
   g. Training completion is based on satisfactory completion of all specified competencies not on the specified nominal duration of learning.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

   ### 2.1 Institution-Based:

   ● Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP.

   ● Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

   ● Supervised Industry Learning (SIL) or on-the-job training (OJT) 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 as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship is training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

- Informal Apprenticeship is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

- Enterprise-based Training where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based

- Community-Based is short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as *barangay* hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who want to enroll in this qualification should possess the following requirements:

- Must have completed at least ten (10) years of basic education or Holder of Alternative Learning System (ALS) certificate of completion with grade ten (10) equivalent
- Must have good communication skills
- Must be physically fit (certification must be signed by the local government unit/municipal health office)
- At least eighteen (18) years old

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment, and materials for the training of **25 trainees** for Community Nutrition Services NC II.

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

TOOLS*		
Quantity	Unit	Specification/Description
Standards		
15	unit	e-OPT Plus Tool (software)
15	pc	Local Nutrition Committee functionality checklist
BNAP Related		
25	pc	BNAP Outline
25	pc	Sample *Barangay* Nutrition Action Plan (BNAP)
1	pc	BNC Organizational Chart (mock-up)
1	pc	Sample Problem Tree of Malnutrition (mock-up)
1	pc	Sample *Barangay* Spot Map (mock-up)
25	pc	Sample documentation of a nutrition program
25	pc	Sample minutes of a meeting
25	pc	Sample Annual Investment Plan
Case Study		
25	pc	Case Study – Sample OPT Plus Data
25	pc	Accomplished OPT Plus Form based on Case Study
25	pc	Case Study – *Barangay* Data for BNAP Formulation
25	pc	Sample Cycle Menu for Dietary Supplementation
Collaterals/IEC Materials		
25	set	*Pinggang Pinoy* Collaterals
25	set	10 *Kumainments,* fan

*all tools can be downloaded from NNC website

EQUIPMENT		
Quantity	Unit	Specifications/ Description
Anthropometric Measurements		
5	unit	Hanging-Type Weighing Scale (or other acceptable and recommended weighing scale)
5	unit/set	Height board and Length Board or 2-in-1
25	unit	Mid upper arm circumference tape
5	unit	Improvised weight calibrator (e.g., sand)
Electronic OPT Plus		
13	unit	PC desktop with Microsoft Office and e-OPT Plus tool
2	unit	Printer
Reception/Registration		
1	pc	Table
2	pc	Chairs
Lecture-Discussion		
2	unit	Laptops (for teacher)

EQUIPMENT		
1	unit	Office table (classroom)
1	unit	Office chair (classroom)
1	unit	Clicker with pointer
2	unit	LCD Projector
1	unit	Projector screen
1	unit	Whiteboard
1	unit	Audio system (with support for AVPs)
25	pc	Armed chair
13	unit	Computer chair
5	unit	Computer table *(can also be individual table that can hold 13 units of computers)*
Others		
1	unit	Steel filing cabinet (4-6 Drawer type)
1	unit	Open shelf, wooden

MATERIALS		
Quantity	Unit	Specifications/ Description
Lecture Discussion		
5	pc	Pentel Pen (black)
5	pc	Pentel Pen (blue)
2	pc	Whiteboard eraser
5	pc	Whiteboard pen (black)
5	pc	Whiteboard pen (blue)
15	pc	Manila paper
5	pc	Ready-to-Use Therapeutic Food
5	pc	Ready-to-Use Supplementary Food
5	pc	Formula 75
5	pc	Formula 100
1	pc	Standing doll, 3-feet
5	pc	Baby doll
Students		
25	pc	Ballpen (black)
25	pc	Ballpen (blue)
25	pc	Pencil
25	pc	Name tags
25	pc	Notebook, spiral
25	pc	Folder, long
25	pc	Envelope, long
General Management		
2	ream	Bond paper, A4
1	pc	Puncher
1	pc	Stapler
1	box	Staple wire
1	pc	Scissors
1	box	Paper clips
1	pc	Sharpener
2	roll	Adhesive tape
5	pc	Filing box for envelope

1	box	Correction tape

INSTRUCTIONAL MANUALS*		
Quantity	**Unit**	**Specification/Description**
5	pc	Compendium of Action on Nutrition (CAN)
5	pc	Implementing Guidelines on Operation *Timbang* (OPT) Plus
5	pc	National Guidelines on the Management of Severe Acute Malnutrition for Children under five years
5	pc	National Guidelines on the Management of Moderate Acute Malnutrition for Children under five years
5	pc	e-OPT Plus User's Guide Manual
5	pc	Ensuring Nutrition Priorities in Local Development Plans and Budgets
15	pc	*Barangay* Nutrition Scholar Handbook
15	pc	Policies on establishing local nutrition committees, DILG Memorandum Circular No. 2018-42: Adoption and Implementation of the Philippine Plan of Action for Nutrition (PPAN) 2017-2022
15	pc	Implementing Rules and Regulations of RA 11148
15	pc	Manual of Operations for the First One Thousand Days
15	pc	Revised Implementing Rules and Regulations of EO 51
15	pc	Guidelines on Nutrition in Emergencies
15	pc	Guidelines on Dietary Supplementation Program
15	pc	*Idol Ko Si Nanay* facilitator's guide
15	pc	*Idol Ko Si Tatay* facilitator's guide
15	set	FAO's *Gabay sa Pagsasagawa ng* Participatory Cooking Demonstrations with recipe booklet
15	pc	Guide on Mobilizing Community Support for Infant and Young Child Feeding (IYCF) Program
15	pc	IYCF Counselling Card
15	pc	Philippine National Guidelines on Physical Activity

*all instructional manuals can be downloaded from NNC website

FORMS*		
Quantity	**Unit**	**Specification/Description**
25	pc	Early Childhood Care and Development Card (with growth chart)
25	pc	BNS Form No. 1A (Family Profile)
25	pc	Master list of families
25	pc	Master list of children under five years of age
25	pc	OPT Plus Form 1
25	pc	OPT Plus Form 1A
25	pc	Sample Attendance forms
25	pc	Sample Registration forms
25	pc	BNS form no. 2 (BNS Action Plan)
25	pc	BNS form no. 4 (Semestral Accomplishment Report)

*all forms can be downloaded from NNC website

Some of the tools and manuals can be downloaded from the National Nutrition

Council's website (www.nnc.gov.ph). NNC shall also provide support to the accredited training center offering the program in the form of the following equipment and materials:

Number	Unit	Item
5	pc	Hanging-Type weighing scale
5	pc	Height and Length Board
100	pc	Mid-Upper Arm Circumference (MUAC) Tape, children
100	pc	Mid-Upper Arm Circumference (MUAC) Tape, adult
5	set	PIMAM Commodities: RUTF, RUSF, F75, F100
15	pc	IYCF Counseling Cards
15	pc	Guide on Mobilizing Community Support for Infant and Young Child Feeding (IYCF) Program
15	pc	*Idol Ko Si Nanay* Facilitator's guide
15	pc	*Idol Ko Si Tatay* Facilitator's guide
15	pc	FAO's *Gabay sa Pagsasagawa* ng Participatory Cooking Demonstrations with Recipe Book

Considering the wear and tear of these items, new set of equipment and materials shall be provided to accredited training centers offering the program every after 3 years.

3.5 TRAINING FACILITIES

Based on a class intake of 25 learners/trainees having 13 learners during laboratory class. The computation below considers the current pandemic which requires social distancing and other health protocols.

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Lecture area	11 x 7.6	83.6	83.6
Laboratory Area	10.4 x 5.4	56.0	56.0
Tool Room and S/M storage Area	2 x 4	8.0	8.0
Learning Resources Area	2 x 3	6.0	6.0
Wash Area/Comfort Room (male & female)	3 x 2	6.0	6.0
Admin and Staff Room	5 x 6	30.0	30.0
Circulation Area			30.0
Total Workshop Area			**219.6 or 220 sq.m.**

3.6 TRAINER QUALIFICATIONS

- Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in Community Nutrition Services NC II

- Must be a licensed Nutritionist-Dietitian or currently practicing Allied Healthcare Worker with at least 3 straight years of experience on Public Health Nutrition in the last 6 years.

Note: Current practice and work experience in Public Health Nutrition should be evidenced by a Certificate of Employment or Service Record

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidence to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the national qualification of Community Nutrition Services NC II, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2 Assessment shall cover all competencies with basic and common integrated or assess concurrently with the core units of competency.

4.1.3 Any of the following are qualified to apply for assessment and certification:

4.1.3.1 Graduates of WTR-, NTR-registered programs or formal/non-formal/informal including institution-based trainings, community-based trainings or government/NGOs sponsored trainings related to Community Nutrition Services NC II; or

4.1.3.2 Experienced volunteer workers who gained competencies in providing community nutrition services for at least 1 year of continuous service in the last 3 years. A document or proof issued by *barangay* or local government unit (LGU) must be shown.

4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences in community nutrition services, for at least 3 years within the last 6 years, may apply for recognition in this Qualification through Portfolio Assessment. The conduct of Portfolio Assessment is subject to TESDA Circular No. 118 series of 2019.

4.2 COMPETENCY ASSESSMENT REQUISITE

4.2.1 **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:
a) Identify the candidate's skills and knowledge
b) Highlight gaps in candidate's skills and knowledge
c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented
d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

4.2.2 **Accredited Assessment Center (AAC).** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality-assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

Educational/training institutions providing training related to community nutrition that passed the requirements based on the Operating Procedure or existing guidelines may be accredited as Assessment Centers or Designated Assessment Venues (DAV).

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

The qualifications of Competency Assessors are specified in TESDA's Implementing Guidelines on the Deployment of Training Regulations (TR) and Competency Assessment Tools (CATs) for Community Nutrition Services NC II.

COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR
COMMUNITY NUTRITION SERVICES NC II

BASIC COMPETENCIES

Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
Participate in workplace communication	Work in team environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace
Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Utilize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing and maintaining information	Manage implementation of occupational safety and health programs in the workplace	Manage implementation of environmental programs in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES

Maintain instruments and equipment in work area	Assist in dental laboratory procedures	Assist with administration in dental laboratory practice	Implement and monitor infection control policies and procedures	Respond effectively to difficult/ challenging behavior	Apply basic first aid	Maintain high standard of patient / client services	Apply quality standards	Maintain a safe, clean and efficient environment	Maintain an effective relationship with clients/ customers (marketing)
Update industry knowledge and practice through continuing education	Use pharmaceutical calculation techniques and terminologies	Maintain an effective relationship with customers and clients	Manage own performance	Follow occupational health and safety policies in dental laboratory facilities	Maintain infection control in dental practice	Operate a personal computer	Perform workplace security and safety practices	Perform computer operations	

CORE COMPETENCIES									
Prepare and maintain beds	Collect and maintain linen stocks at end-users location	Assist in patient mobility	Assist in transporting patients	Assist in bio-psychosocial support care of patients	Handle waste in a health care environment	Plan the hilot wellness program of client/s	Provide pre-service to hilot client/s	Apply hilot wellness massage techniques	Provide post advice and post-services to hilot clients
Practice good housekeeping	Monitor supply/ inventory of pharmaceutical products	Handle and control pharmaceutical products	Arrange and display pharmaceutical products	Perform good laboratory practices	Adhere to good manufacturing practices	Demonstrate product knowledge on medicines	Dispense pharmaceutical products	Perform health promotion education, vigilance	Install biomedical equipment
Perform corrective maintenance on biomedical equipment	Perform preventive maintenance on biomedical equipment	Repair biomedical equipment	Assess and refer biomedical equipment	Develop massage practice	Perform client consultation	Perform body massage and work area	Maintain and organize tools, equipment, supplies	Perform basic life support	Maintain life support equipment and resources
Implement safe access and extrication procedures in an emergency	Manage request for ambulance service	Allocate ambulance service resources	Coordinate emergency resources	Deliver basic ambulance communication skills	Supervise on-road operations	Manage the scene of an emergency	Manage the scene of a special event	Manage routine scene	Deliver pre-hospital patient care
Deliver intensive pre-hospital patient care	Manage ambulance operations	Transport emergency patients	Transport non-emergency patients	Drive vehicles under operational conditions	Assist the household to identify health problems to promote health and well-being	Share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease prevention and control	Ensure the proper maintenance of health station and safe custody of its equipment, medical supplies, materials, and health records	Monitor health status of household members under his/her area of service coverage	Maintain updated list/records of health activities
Analyze and interpret ophthalmic lens prescription	Edge and mount ophthalmic appliances	Apply UV coat/ tint to ophthalmic lenses	Fabricate models	Fabricate custom impression trays	Fabricate registration bite rims	Articulate models and transfer records	Fabricate mouthguard	Fabricate metal crown and bridge structures	Fabricate ceramic restorations
Fabricate indirect composite/ polymer fixed restorations	Join alloy structures	Arrange artificial teeth for complete dentures	Set-up and wax removable partial dentures	Wax, process and finish acrylic dentures and appliances	Fabricate thermo formed bases and appliances	Repair and modify dentures and appliances	Fabricate oral splints	Fabricate orthodontic appliances	Fabricate cast metal removable partial denture framework
Perform oral examination	Promote oral health and hygiene	Operate a dental radiographic equipment	Apply the principle of radiology biology and protection in dental practice	Perform scaling and polishing	Maintain dental records and resources	Provide effective patient/client service	Manage dental laboratory production and operation	Perform administrative functions	Continue professional growth and development
Participate in the implementation and monitoring of newborn's care plan	Develop the ability to recognize newborn's growth and development	Perform caring skills for newborn	Participate in the implementation and monitoring of infant's care plan	Provide physical needs, care and support to infant	Foster social, intellectual and emotional development of infant	Participate in the implementation and monitoring of toddler's care plan	Develop the ability to recognize toddler's growth and development	Perform caring skills for toddler	Participate in the implementation and monitoring of pre-schooler's care plan

Develop the ability to recognize pre-schooler's growth and development	Perform caring skills for pre-schooler	Provide assistance and care to personal needs of grade schooler	Foster physiological needs and cognitive development of grade schooler	Foster physical growth and development of grade schooler	Respond to emergency for grade schooler	Foster physical growth and development of adolescent	Promote developmental tasks for adolescent	Respond to emergency for adolescent	Develop the ability to recognize aging process
Participate in the implementation and monitoring of client's care plan	Perform caring skills	Perform specialty care procedures	Assist client in administering prescribed medication	Participate in the implementation and monitoring of client's care plan	Provide assistance and support on environment and biopsychosocial needs of clients	Develop the ability to recognize healthy body systems and apply medical terminologies	Provide care and support to activities of daily living (ADL) of clients	Provide assistance in administering prescribed medications to clients	Provide care and support to clients with special needs
Respond to emergency situations	Provide immediate care and support to children with special needs	Provide immediate care and support to adults and elderly with special needs	Carry out response integration and coordination in a mass casualty incident	Perform patient assessment	Provide emergency care for suspected spine injury	Provide pre-hospital interventions for trauma patients	Provide pre-hospital interventions for shock patients	Provide pre-hospital interventions for medical patients	Perform basic life support and use airway adjuncts
Provide pre-hospital interventions for special patient populations	Perform patient packaging	Conduct patient transport	Deliver basic pre-hospital communication skills	Create a positive mold from a negative cast	Fabricate a transtibial/ankle disarticulation prosthesis	Fabricate a transfemoral/knee disarticulation prosthesis	Fabricate a transradial/wrist disarticulation prosthesis	Fabricate a transhumeral/ elbow disarticulation/ shoulder disarticulation prosthesis	Perform basic repair and/or replacement of the prosthetic devices
Fabricate a foot orthosis	Fabricate an ankle-foot orthosis	Fabricate a knee-ankle-foot orthosis	Fabricate a wrist-hand orthosis	Fabricate a customized plastic thoraco-lumbo-sacral orthosis	Perform basic repair and/or replacement of the orthotic devices	Receive wheelchair referral and appointment	Assist the wheelchair clinician during assessment	Coordinate procurement of the appropriate wheelchair size and its parts	Perform wheelchair assembly and modifications
Assist the wheelchair clinician in wheelchair checkout and fitting	Assist wheelchair clinician in user training	Perform maintenance and repair on wheelchair	Conduct case investigation and contact identification	Conduct profiling of all contacts and index cases and follow-up	Conduct referral to health facility/ quarantine facility/ other relevant agencies	Conduct health education programs	Perform data recording and reporting	Conduct monitoring and surveillance	Assess the nutritional status of children under five years old
Assist the *Barangay* Nutrition Committee perform its functions	Assist in the delivery of nutrition and related services	Promote adoption of positive nutrition behaviors	Monitor and evaluate community nutrition programs						

GLOSSARY OF TERMS

1. **Acute Malnutrition** - occurs when an individual suffers from current, severe nutritional restrictions, a recent bout of illness, inappropriate childcare practices or a combination of these factors.

2. **Age-in-days** - the number of days from the child's birth up to the date of measurement.

3. **Annual Investment Plan** - refers to the annual slice of the Local Development Investment Program (LDIP), which constitutes the total resource requirements for all Programs, Projects and Activities (PPAs) consisting of the annual capital expenditure and regular operating requirements of the LGU.

4. **Anthropometric equipment** - a measuring tool or device used to measure body dimensions.

5. **Anthropometric measurements -** measures that are used to assess the size, shape, and composition of the human body.

6. *Barangay* **Nutrition Action Plan** - local version of the Philippine Plan of Action for Nutrition (PPAN) and is formulated by the *Barangay* Nutrition Committee. It contains programs, projects, and activities for nutrition improvement.

7. *Barangay* **Nutrition Committee** - is an organization at the *barangay* tasked to plan, implement, monitor, evaluate and coordinate the *barangay* nutrition action plan (BNAP).

8. *Barangay* **Nutrition Scholar** - *barangay*-based volunteer worker responsible for the delivery of nutrition and nutrition-related services in the community.

9. **Baseline** - benchmark that is used as a basis for measuring or comparing past, current and future past values.

10. **Breast milk expression -** a technique using the hand, manual pump, or automatic electric breast pump to express breastmilk from the breasts.

11. **Body height (standing) -** body length in an upright or standing position.

12. **Body weight -** amount or quantity of heaviness or mass of a person.

13. **Breastfeeding -** unequalled way of providing ideal food for the healthy growth and development of infants. It is also an integral part of the reproductive process with important implications for the health of mothers.

14. **Calibration standard** - used as a reference to compare against an instrument's response.

15. **Child Growth Standards -** standards of growth for all children based on breastfed infants and appropriately fed children of different ethnic origins raised in optimal conditions and measured in a standardized way. Its development was based on the WHO Multicenter Growth Reference Study (WHO).

16. **Clients** – refer to the target group for a nutrition intervention, such as mothers or caregivers, fathers, children under five years old.

17. **Community nutrition assessment -** the process of collecting, processing, analyzing, and interpreting information on the nutrition problem obtained from anthropometric, biochemical, clinical, and dietary methods.

18. **Compendium of Actions on Nutrition** - a tool for local government unit (LGU) mobilization which summarizes the nutrition journey of 11 high performing LGUs along nutrition program management.

19. **Compendium of Local Ordinances and Issuances on Nutrition** – a knowledge-sharing platform for local government units to learn from initiatives of local government units who have successfully harnessed the strength of policy instruments in scaling up nutrition.

20. **Complementary Feeding** - giving of solid and semi-solid foods to infants to complement nutrients from breastmilk to meet the infant's nutritional requirements.

21. **Counseling (nutrition) -** a "two-way interaction through which a client and a trained counselor interpret the results of nutrition assessment, identify individual nutrition needs and goals, discuss ways to meet those goals, and agree on next steps. Nutrition counseling aims to help clients understand important information about their health and focuses on practical actions to address nutrition needs, as well as the benefits of behavior change.

22. **Cycle menu** - refers to a list of dishes to be served at a meal over a specified period. It is called a cycle menu, because a dish can be served in certain intervals, preferably odd-numbered days.

23. **Dietary Supplementation Program** - aims to supplement the diets of nutritionally vulnerable groups, particularly pregnant women, and infants 6-23 months old in food-insecure households, and wasted school children, especially those from very poor households. It also aims to supplement the diets of children enrolled in daycare centers.

24. **e-OPT Plus tool** - an Excel-based electronic system that makes data collection, calculation, and reporting for Operation *Timbang* Plus activity more efficient and accurate.

25. **Early Childhood Care and Development** - holistic development of children including physical, cognitive, language, social and emotional development from conception to eight (8) years old.

26. **Evaluation** - systematic assessment of program implementation using a set of criteria or standards, usually with reference to the objectives. It aims to understand the factors contributing to such success or failure so as to better improve the program.

27. **Exclusive breastfeeding -** is giving the infant no other food or drink, not even water, except breast milk (including milk expressed or from a wet nurse) for the first six months of life, but allows the infant to receive oral rehydration solution, drops and syrups, e.g., vitamins, minerals, and medicines.

28. **Family Profile** – defined as a record of basic information about the preschoolers and the family they belong to, collected using BNS Form No. 1A.

29. **First 1,000 Days** - period from conception to a child's first two years of life and is considered the "golden window of opportunity" for the child to achieve his or her full potential in the different aspects of development.

30. **First In, First Out System -** a stock rotation system used for food storage wherein food with the nearest best before or use-by dates are used or sold first.

31. **Growth Monitoring and Promotion** - serial monitoring of a child's weight in the *Barangay* Health Center (BHC) or Rural Health Unit (RHU) aided by the ECCD card.

32. **Hanging weighing scale** - an equipment used to measure a child's weight.

33. **Height board** - an equipment used to measure a child's height or length.

34. **Home and community gardening -** refers to the promotion of the growing of fruits and vegetables and care of small animals like chicken in home yards or common spaces in the community. Promotion activities can include the distribution of seeds, seedlings and small animals; and provision of technical advice on the care of these fruits and vegetables, and small animals.

35. **Information, Education, and Communication materials** - print materials that are intended to draw attention to information about health and nutrition information.

36. **Infant and Young Child Feeding -** focuses on nutritional needs and feeding practices in children less than two years of age – the most critical period for child nutrition after which sub-optimal growth is hard to reverse.

37. **Integrated Management of Acute Malnutrition** - aims to locate the acutely malnourished especially those with severe acute malnutrition, and to provide the needed medical and nutritional intervention.

38. **Integrated Management of Childhood Illness** - a strategy to reduce under-five mortality caused by diarrhea and dehydration, pneumonia, measles, malaria, dengue hemorrhagic fever and malnutrition and anemia.

39. **Inpatient Therapeutic Care** - involves management of complicated cases of SAM according to WHO protocols on an inpatient basis at facilities with appropriate capacity (hospitals).

40. **Length (recumbent) -** analogous measure for the height of children less than two years of age; taken while the child is lying down.

41. **Malnutrition -** refers to deficiencies, excesses, or imbalances in a person's intake of protein and/or nutrients covering both undernutrition which includes suboptimal breastfeeding, stunting, wasting or thinness, underweight and micronutrient deficiencies, or insufficiencies, as well as overnutrition, which includes overweight and obesity.

42. **Mandatory Food Fortificatio**n - involves the addition of one or more nutrients to rice, flour, cooking oil as mandated by Republic Act 8976 and to salt as mandated by Republic Act 8172, or as prescribed by the NNC Governing Board.

43. **Micronutrient Supplementation** - a short- to medium-term intervention, intended to prevent and/or correct high levels of micronutrient deficiencies by providing large doses of micronutrients immediately until more sustainable food-based approaches (e.g., food fortification and diet diversification) are put in place and become effective.

44. **Mid-upper arm circumference**- circumference of the left upper arm, measured at the mid-point between the tip of the shoulder and the tip of the elbow (olecranon process and the acronium). Its utility is in identifying children who are not only wasted but are also at high risk of dying.

45. **Mixed feeding -** a practice of feeding a baby with formula milk as well as breast milk.

46. **Moderate acute malnutrition (MAM) -** means weight of children under 5 years is between 70% and 80% of the median weight-for-height or between -3 and -2 Z-scores weight-for-height.

47. **Monitoring** - process of observing and checking the progress of the program being implemented in meeting the objectives and performance targets. It is done regularly.

48. **National Nutrition Promotion Program on Behavior Change** - aims to facilitate the adoption of positive practices that will impact on nutrition. It also aims to raise consciousness on the importance of improving nutrition and ensure that the various nutrition-specific services are supported with appropriate communication activities either as a separate complementary activity or as an activity integral to the service.

49. **Nutritional status** - condition of the body resulting from the intake, absorption and utilization of food.

50. **Nutritionally at-risk pregnant women** - are those with a low pre-pregnancy body mass index (BMI), or those who do not gain sufficient weight during pregnancy, with any of the following predisposing factors: narrowly-spaced pregnancies and births, situated in families with low income, with large number of dependents where food purchase is an economic problem, has previously given birth to a preterm or low birth weight infant, or other unfavorable prognostic factors, such as obesity or anemia, with diseases which influence nutritional status such as diabetes, tuberculosis, drug addiction, alcoholism, and mental disorder.

51. **Nutrition education -** any combination of educational strategies, accompanied by environmental supports, designed to facilitate the voluntary adoption of food choices and other food- and nutrition-related behaviors conducive to health and well-being. It is delivered through multiple venues and involves activities at the individual, community, and policy levels. It aims to provide people in rural and urban areas with adequate information, skills and motivation to procure and to consume appropriate diets.

52. **Nutrition intervention** - is defined as any program, project or activity that will contribute or improve the nutrition situation.

53. **Nutrition program management -** is a decision-making process of identifying potential nutrition problems and needs of a specific population group; analyzing possible ways of preventing and controlling malnutrition; allocating resources based on needs and expectations; and taking deliberate action to address nutritional problems, including those related to monitoring and evaluation.

54. **Nutrition sensitive interventions** - interventions that have other objectives but have been tweaked to contribute to nutritional outcomes.

55. **Nutrition specific interventions** - interventions that address the immediate causes of undernutrition most of which are in the health sector.

56. **Nutrition in Emergencies -** key nutrition services that are components of emergency preparedness, response, and recovery phases aimed at preventing death and worsening of malnutrition in the affected population, particularly in the most nutritionally vulnerable groups: infants, children, pregnant women and breastfeeding mothers, and older persons.

57. **Obese Children -** children aged zero to fifty-nine (0-59) months whose weight for length/height is above three (3) standard deviations from the median of the WHO Child Growth Standards.

58. **Outpatient Therapeutic Care -** involves the management of non-complicated cases of SAM in outpatient care using ready-to-use therapeutic foods (RUTF) provided on a weekly/ biweekly basis.

59. **Operation *Timbang* Plus** - annual mass weighing of all preschoolers 0-71 months old in a community to identify and locate the malnourished children.

60. **Overweight Children-** children aged zero to fifty-nine (0-59) months whose weight for length/height is above two (2) standard deviations from the median of the WHO Child Growth Standards.

61. **Overweight and Obesity Management and Prevention Program** - aims to prevent an increase in overweight and obesity among children 0-10 years old and decrease prevalence rates among the rest of the population.

62. **Philippine Plan of Action for Nutrition** - the framework for nutrition actions in the country (Philippines). It identifies priority actions to achieve the outcomes. It should serve as a guide to LGUs, NGOs and all related stakeholders in planning for nutrition.

63. **Ready-to-Use Supplementary Food** - highly fortified, nutrient dense pastes specifically designed for prevention and treatment of moderate acute malnutrition among children over 6 months.

64. **Ready-to-Use Therapeutic Food -** energy-dense, mineral- and vitamin-enriched food that requires no preparation and is specifically designed to treat severe acute malnutrition (SAM).

65. **Referral System** - involves sending or referring a client or patient from a community to a healthcare facility for proper management of a specific health and/or nutrition problem.

66. **Repayment scheme -** a mandatory sharing system wherein beneficiaries of inputs should return a certain quantity for re-dispersal to other families.

67. **Resource mobilization** – refers to activities that aim to mobilize and generate human and financial resources

68. **Severe Acute Malnutrition** - refers to children aged 0-59 months with very low weight for length/height, defined as less than three SD below the median (<-3SD) of the WHO Growth Standards, characterized by visible severe wasting, the presence of bipedal pitting edema, or a MUAC measurement of less than one hundred fifteen millimeters (<115mm).

69. **Spot map** - an aerial view of the *barangay*, where the important characteristics of the *barangay* are indicated; it is a graphical presentation of the current nutrition situation of a *barangay*.

70. **Stunted** - children aged 0-59 months whose height for age is below minus two (2) standard deviations (for moderate stunting) and minus three (3) standard deviations (for severe stunting) from the median of the WHO Growth Standards.

71. **Underweight** - children aged 0-59 whose weight for age is below minus 2 standard deviations and minus three (3) standard deviations (for severely underweight) from the median of the WHO Growth Standards.

72. **Wasted** - a child's weight is less than expected for his/her height (underweight-for-height); indicates acute deprivation of food or bout of current infection or illness.

73. **Wall chart** - is a large chart on which words are written in letters large enough for a group to read even from a distance. It is used to track progress of accomplishments of nutrition projects or activities.

74. **WASH -** stands for water and sanitation hygiene; refers to services along the provision of potable source of drinking water and appropriate sanitation facilities and services, and counselling and support on proper handwashing, personal hygiene, and environmental sanitation.

ACRONYMS

AIP	Annual Investment Plan
ALS	Alternative Learning System
BMI	Body Mass Index
BNAO	*Barangay* Nutrition Action Officer
BNAP	*Barangay* Nutrition Action Plan
BNC	*Barangay* Nutrition Committee
BNS	*Barangay* Nutrition Scholar
CAN	Compendium on Actions for Nutrition
CLM	Contextual Learning Matrix
C/MNAO	City/Municipal Nutrition Action Officer
DILG	Department of Interior and Local Government
DTS	Dual Training System
DLP	Dualized Training Program
DSP	Dietary Supplementation Program
ECCD	Early Childhood Care and Development
e-OPT	Electronic Operation Timbang
FAO	Food and Agriculture Organization
F1K	First 1000 Days
GAD	Gender and Development
HIV	Human Immunodeficiency Virus
IEC	Information, Education and Communication
ITC	Inpatient Therapeutic Care
IYCF	Infant and Young Child Feeding
IMCI	Integrated Management of Childhood Illness
LGU	Local Government Unit
LNC	Local Nutrition Committee
LOI	Letter of Instruction
MAM	Moderate Acute Malnutrition

MELLPI PRO	Monitoring and Evaluation of Local Level Program Implementation Protocol
MS	Microsoft Software
MTP	Mobile Training Program
MUAC	Mid-Upper Arm Circumference
NC	National Certificate
NGO	Non-Government Organization
NTTC	National TVET Trainer's Certificate
OJT	On the Job Training
OPT PLUS	Operation *Timbang* Plus
OTC	Outpatient Therapeutic Care
PIMAM	Philippine Integrated Management of Acute Malnutrition
PPAN	Philippine Plan of Action for Nutrition
PWD	Persons with disabilities
RPL	Recognition of Prior Learning
RUSF	Ready-to-use Supplemental Food
RUTF	Ready-to-use Therapeutic Food
SAG	Self-Assessment Guide
SAM	Severe Acute Malnutrition
SD	Standard Deviation
SMART	Specific, Measurable, Attainable, Realistic, Time Bound
WASH	Water and Sanitation Hygiene
WHO	World Health Organization
WTR	With Training Regulation
TESDA	Technical Education and Skills Development Authority
TVET	Technical and Vocational Education and Training

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