

TRAINING REGULATIONS

ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) 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.

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

- 1 Registration and delivery of training programs;
- 2 Development of curriculum and assessment instruments; 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's qualification; and institutional assessment.
- Section 4 **Assessment and Certification Arrangements** describes the policies governing assessment and certification procedures.

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TRAINING REGULATIONS FOR ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) NC II

SECTION 1 DEFINITION OF QUALIFICATION

The **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) NC II** Qualification consists of competencies that a person must achieve to create a positive mold from a negative cast, fabricate a transtibial/ankle disarticulation prosthesis, a transfemoral/knee disarticulation prosthesis, a transradial/wrist disarticulation prosthesis, a transhumeral/elbow disarticulation/shoulder disarticulation prosthesis and perform basic repair and/or replacement of the prosthetic devices. These competencies are required to an individual who engage with in the delivery of prosthetic devices.

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**

HHC321301	Create a positive mold from a negative cast
HHC321302	Fabricate a transtibial/ankle disarticulation prosthesis
HHC321303	Fabricate a transfemoral/knee disarticulation prosthesis
HHC321304	Fabricate a transradial/wrist disarticulation prosthesis
HHC321305	Fabricate a transhumeral/elbow disarticulation/shoulder disarticulation prosthesis
HHC321306	Perform basic repair and/or replacement of the prosthetic devices

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

- Prosthetic Technician

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) 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 <i>Italicized terms</i> 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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.8 Applying basic business writing 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	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication	3.1 Completing work-related documents 3.2 Applying operations of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Errors in recording information on forms/ documents are identified and acted upon</p> <p>3.4 Reporting requirements to supervisor are completed according to organizational guidelines</p>	<p>3.3 Workplace forms and documents</p> <p>3.4 Organizational/ Workplace policies</p> <p>3.5 Communication procedures and systems</p> <p>3.6 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>addition, subtraction, division and multiplication</p> <p>3.3 Gathering and providing information in response to workplace requirements</p> <p>3.4 Applying Effective record keeping skills</p>

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using 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
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test 3.4 Third-party report
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 <i>Italicized terms</i> 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 <i>Italicized terms</i> 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	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 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	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
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 <i>Italicized terms</i> 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 setbacks 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 weaknesses and fulfilling their potential are monitored	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, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	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		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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> 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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> 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 the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and	3.1 Roles of individuals in suggesting and making improvements.	3.1 Identifying opportunities to improve and to do things better. Involvement.

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

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
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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements. 2.2 White board. 2.3 Manila papers.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 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.
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 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 <i>Italicized terms</i> 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 <i>Italicized terms</i> 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 <i>Italicized terms</i> 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	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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with OSH work standards		
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 <i>appropriate personnel</i>	3.1. OSH work standards 3.2. Industry related work activities 3.3. General OSH principles 3.4. OSH Violations Non-compliance work activities	3.1 Applying communication skills 3.3 Applying interpersonal skills 3.4 Applying troubleshooting skills 3.5 Applying critical thinking skills 3.6 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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 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
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1 Facilities, materials tools and equipment necessary for the activity
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> 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 <i>Italicized terms</i> 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 <i>environmental work procedures</i>	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 <i>appropriate personnel</i> 3.2 Concerns related resource utilization are	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Applying written and oral communication skills 3.2 Applying critical thinking

	<p>discussed with appropriate personnel</p> <p>3.3 Feedback on information/ concerns raised are clarified with appropriate personnel</p>		<p>3.3 Applying problem solving</p> <p>3.4 Applying observation Skills</p> <p>3.5 Practicing Environmental Awareness</p>
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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 <i>Italicized terms</i> 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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement cost-effective operations	<p>3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy</p> <p>3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements.</p> <p>3.3 Constructive contributions to office operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained.</p>	<p>3.1 Optimization of workplace resources</p> <p>3.2 5S procedures and concepts</p> <p>3.3 Criteria for cost-effectiveness</p> <p>3.4 Workplace productivity</p> <p>3.5 Impact of entrepreneurial mindset to workplace productivity</p> <p>3.6 Ways in fostering entrepreneurial attitudes:</p> <p>3.6.1 Quality-consciousness</p> <p>3.6.2 Safety-consciousness</p>	<p>3.1 Implementing preservation and optimizing workplace resources</p> <p>3.2 Observing judicious use of workplace tools, equipment and materials</p> <p>3.3 Making constructive contributions to office operations</p> <p>3.4 Sustaining ability to work within allotted time and finances</p>

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 <i>Italicized terms</i> 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 <i>industry codes of practice</i> are accurately and clearly explained to the work group 1.2 Information about identified <i>hazards and the outcomes of infection risk assessments</i> 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 (WHO Standard)	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 control, environmental and institutional rules, guidelines,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		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.)	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
3. Monitor infection control performance and	3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with	3.1 Reporting, documentation and use of non-verbal and verbal communication	3.1 Using personal protective equipment 3.2 Identifying transmission of

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

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 5.4 Use color code poster labels and signs to warn employees of potential hazards

VARIABLE	RANGE
	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 7.1.2 Health 7.1.3 Environment 7.2 Classes of hazard

VARIABLE	RANGE
	<ul style="list-style-type: none"> 7.2.1 Natural 7.2.2 Man made 7.2.2 Technology 7.2.3 Behavior/attitude 7.3 Specific hazard <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 7.4.1 Corona virus – accommodating high risk employee returning to work 7.4.2 Ergonomics 7.4.3 Risk examples <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Medical team of the company or agency 9.2 Support group <ul style="list-style-type: none"> 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
10. Aggregate infection control information	<p>May include:</p> <ul style="list-style-type: none"> 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

VARIABLE	RANGE
	10.5 Hazard reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate</p> <ol style="list-style-type: none"> 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	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 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	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Observation 3.2. Interview 3.3. Portfolio 3.4. Demonstration with questioning
4. Context of Assessment	<ol style="list-style-type: none"> 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 <i>Italicized terms</i> 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 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	2.1 Reporting and documentation 2.2 Knowledge on institutional, rules, guidelines, policies and procedures 2.3 Issues relating to difficult and challenging behavior	2.1 Applying therapeutic communication 2.2 Implementing institutional, rules, guidelines, policies and procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>achieve the desired outcomes in responding to difficult or challenging behavior</p> <p>2.3 <i>Appropriate strategies are selected</i> to suit particular instances of difficult or challenging behavior</p>	<p>2.4 Client issues which need to be referred to an appropriate health professional</p> <p>2.5 Knowledge on policies and rules of health professionals involved with the care of client</p>	<p>2.3 Identifying issues relating to difficult and challenging behavior</p> <p>2.4 Identifying client issues which need to be referred to an appropriate health professional</p> <p>2.5 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>2.6 Reporting and documentation with accuracy</p>
3. Report and review incidents	<p>3.1 Incidents are <i>reported and reviewed</i> according to institutional policies and procedures</p> <p>3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made</p> <p>3.3 <i>Advice and assistance are sought from legitimate sources</i> as needed according to agency policies and procedures</p>	<p>3.1 Use of therapeutic communication</p> <p>3.2 Reporting and documentation</p> <p>3.3 Knowledge on environment RA 9003 – Ecological Solid Waste Management</p> <p>3.4 Use of computer for documentation and reporting</p>	<p>3.1 Applying therapeutic communication</p> <p>3.2 Reporting and documentation with accuracy</p>

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	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required 1.2. Maintained personal safety and the safety of others 1.3. Reported incidents, reviewed and responded quickly and effectively to contingencies 1.4. Used debriefing mechanisms
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 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	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation with questioning 3.2. Demonstration with questioning
4. Context of Assessment	<ul style="list-style-type: none"> 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 <i>Italicized terms</i> 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 <i>Italicized terms</i> 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: <ul style="list-style-type: none"> 1.1 Concept of first aid 1.2 Objectives of first aid 1.3 Role of first aider 1.4 Survey the scene <ul style="list-style-type: none"> 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 bystanders 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 1.4.6.1 Wear mask and gloves 1.4.7 Get consent to give care
2. Physical hazards	May include: <ul style="list-style-type: none"> 2.1 Quick assessment of the surroundings to identify physical hazards like <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 (2 nd and 3 rd 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 7.5 Person who is injured but only minor. Treatment can be delayed

VARIABLE	RANGE
	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 7.6.1 Obvious death 7.6.2 Obviously non survivable injury <ul style="list-style-type: none"> 7.6.2.1 Major open brain trauma 7.6.2.2 Full cardiac arrest
8 Activate medical assistance	May include: <ul style="list-style-type: none"> 8.1 Arrange transfer facilities <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 9.1 Basic life support definition <ul style="list-style-type: none"> 9.1.1 Respiratory arrest 9.1.2 Cardiac arrest 9.1.3 Artificial respiration or rescue breathing 9.1.4 Cardiopulmonary resuscitation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 9.2.1 Carotid pulse for adult 9.2.2 Brachial pulse for infant 9.2.3 Open airway <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 10.1 Ask the following data: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

VARIABLE	RANGE
	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
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

VARIABLE	RANGE
	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <i>Italicized terms</i> 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, division, multiplication 1.9 Concepts on modes of communication 1.10 Knowledge on the use of equipment	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 1.10 Using oral and written communication

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.11 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)	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 evaluated to ensure best client service outcomes	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 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	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 2.7 Using effective listening techniques 2.8 Using appropriate verbal and non-

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		for communication (computer, cell phone, and other forms of media)	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 3.6 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)	3.1 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 3.7 Using effective listening techniques 3.8 Using appropriate verbal and non-verbal communication styles

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			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

VARIABLE	RANGE
	5.4.7 Volunteers 5.4.8 Teachers and/or spiritual 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 : CREATE A POSITIVE MOLD FROM A NEGATIVE CAST

UNIT CODE : HHC321301

UNIT DESCRIPTOR : This unit covers the knowledge, skill and attitude to create a positive mold to negative cast

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm prescription / specifications of the cast	1.1 Prescription received in accordance with established documentation procedures 1.2 Prescription verified in accordance with documentation process 1.3 Prescription logged in accordance documentation process	1.1 Reporting 1.2 Reporting process 1.3 Verbal communication 1.4 Office protocol 1.5 Forms 1.6 Inventory counting 1.7 Nomenclature of prosthetic devices 1.8 Materials Science 1.9 Prescription terminologies and format 1.10 Prosthetic components 1.11 Types of Cast 1.12 Use of computer and other software materials	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Reading skills 1.5 Mathematical skills
2. Prepare the negative cast for pouring	2.1 Personal Protective Equipment worn in accordance with Occupational Safety Protocols 2.2 Tools and supplies prepared in accordance to manufacturer's specifications 2.3 Markings reinforced inside the negative cast in following the standard socket markings 2.4 Negative cast reinforced and closed in accordance with negative socket preparation procedures 2.5 Separating agent applied for negative cast and plaster mix	2.1 Properties of Plaster of Paris Bandage and Powder 2.2 Plaster room tools 2.3 Common marking for negative cast 2.4 Cast preparation 2.5 Institutional regulations and policy on waste management	2.1 Safe and proper handling of Plaster of Paris powder and bandage 2.2 Safe handling of tools in plaster room 2.3 Hazard/risks identification and control 2.4 Ability to follow correct procedures and instructions

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	following the prescribed ratio 2.6 Alignment markings re-established for mandrel placement following the prescribed alignment 2.7 Negative cast placed on the sandbox following prescribed alignment markings		
3. Pour liquid plaster into the negative cast	3.1 Water and plaster mixed following the prescribed ratio 3.2 Poured plaster mix until negative cast is ~95% filled 3.3 Mandrel placed following the negative cast alignment markings	3.1 Ratio and proportion 3.2 Cast alignment 3.3 Curing process of plaster of paris powder mixture	3.1 Safe and proper handling of Plaster of Paris powder and bandage 3.2 Hazard/risks identification and control 3.3 Ability to handle plaster tools 3.4 Ability to follow correct procedures and instructions
4. Prepare the positive mold for rectification	4.1 Positive cast mounted in the bench vise securely at all times 4.2 Negative cast stripped from the positive mold in accordance to stripping procedure 4.3 Re-established alignment markings into the positive cast following the prescribed alignment 4.4 Re-established client's name into the positive cast. 4.5 Work station are cleaned following institutional protocols 4.6 Tools are cleaned and returned to their designated cabinets 4.7 Stored the positive cast on allotted shelves	4.1 Storing procedure	4.1 Cleaning skills 4.2 Hazard/risks identification and control 4.3 Ability to handle operating tools/equipment 4.4 Ability to follow correct procedures and instructions

RANGE OF VARIABLES

VARIABLE	RANGE
1. Negative cast	<p>May include</p> <ul style="list-style-type: none"> 1.1 Ankle disarticulation negative cast 1.2 Knee disarticulation negative cast 1.3 Transfemoral negative cast 1.4 Transtibial negative cast 1.5 Transradial negative cast 1.6 Transhumeral negative cast 1.7 Elbow disarticulation negative cast 1.8 Wrist disarticulation negative cast
2. Alignment marking	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Sagittal alignment marking 2.2 Coronal alignment marking 2.3 Transvers alignment markings
3. Positive cast	<p>May include</p> <ul style="list-style-type: none"> 3.1 Ankle disarticulation positive cast 3.2 Hip disarticulation positive cast 3.3 Knee disarticulation positive cast 3.4 Partial foot positive cast 3.5 Transfemoral positive cast 3.6 Transtibial positive cast 3.7 Transhumeral negative cast 3.8 Elbow disarticulation negative cast 3.9 Wrist disarticulation negative cast

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Confirmed prescription / specifications of the cast 1.2 Prepared the negative cast for pouring 1.3 Poured liquid plaster into the negative cast 1.4 Prepared the positive mold for rectification
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workshop required for tasks 2.2 Equipment required for tasks 2.3 Tools required for tasks 2.4 Consumable materials required for tasks 2.5 Non-consumable materials required for tasks
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with questioning 3.2 Written Examination 3.3 Interview
4. Context of Assessment	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : FABRICATE A TRANSTIBIAL/ANKLE DISARTICULATION PROSTHESIS

UNIT CODE : HHC321302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to fabricate a transtibial or ankle disarticulation prosthesis

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm prescription / specifications of the device	1.1 Prescription received in accordance with established documentation procedures 1.2 Prescription verified in accordance with documentation procedure 1.3 Prescription logged in accordance documentation procedures	1.1 Reporting 1.2 Reporting process 1.3 Verbal communication 1.4 Office protocol 1.5 Forms 1.6 Inventory Counting 1.7 Nomenclature of prosthetic devices 1.8 Materials Science 1.9 Prescription terminologies and format 1.10 Prosthetic components 1.11 Types of Cast 1.12 Use of computer and other software materials	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Reading skills 1.5 Mathematical skills
2. Request tools and materials	2.1. Request form filled-up in accordance to form design 2.2. Availability of tools and materials verified in accordance to stock inventory 2.3. Materials received in accordance with the request form	2.1 Institutional policies, guidelines and procedures 2.2 Forms 2.3 Tool and Materials	2.1 Interpersonal skills 2.2 Communication skills 2.3 Record-keeping 2.4 Safe Handling of Tool and Materials 2.5 Hazard/risks identification and control 2.6 Ready skills to access industry information 2.7 Verification skills
3. Prepare a transtibial/ ankle disarticulation	3.1 Positive cast is ensured free of bumps and sharp edges in accordance to	3.1 Vacuum forming process and principles	3.1 Following Safety Manual

positive cast for fabrication	thermoforming preparation procedure 3.2 Positive cast is secured in the vacuum pipe in accordance to thermoforming preparation procedure 3.3 Vacuum suction checked following the required pressure (PSI)	3.2 Use of vacuum station	3.2 Identifying and controlling hazard/risks 3.3 Vacuum forming skills 3.4 Ability to follow correct procedures and instructions
4. Thermoform soft liner into the transtibial/ ankle disarticulation positive mold	4.1 Oven temperature set appropriate for prescribed materials 4.2 Materials prepared according to prescribed dimensions 4.3 Liner cooked according to prescribed time and temperature 4.4 Liner molded intimately to the positive mold via bandage / vacuum form	4.1 Basic computation (i.e., addition, subtraction, multiplication and division) 4.2 Properties of Foams liners 4.3 Types and uses of Oven 4.4 Proper setting of oven temperature 4.5 Use of oven and foams	4.1 Proper preparation and placement of materials in oven 4.2 Following Safety Manual 4.3 Pattern making 4.4 Identifying and controlling hazard/risks 4.5 Ability to handle operating tools/equipment 4.6 Ability to follow correct procedures and instructions
5. Thermoform hard plastic component of transtibial/ ankle disarticulation socket	5.1 Socket adaptor secured according to the prescribed alignment 5.2 Positive Mold positioned to the vacuum pipe following the thermoforming procedure 5.3 Vacuum suction was tested before actual thermoforming 5.4 Materials prepared according to prescribed dimensions 5.5 Plastic vacuum formed the to the positive mold following the thermoforming procedure 5.6 Transtibial/ ankle disarticulation socket checked for cooling and setting following the thermoforming procedure 5.7 Transtibial/ ankle disarticulation socket dismantled from the	5.1 Types and thickness of Plastics 5.2 Principles of thermoforming 5.3 Socket adaptor placement and alignment 5.4 Curing of Plastic 5.5 Use of tools, materials and equipment 5.6 Use of lower limb prosthetic components	5.1 Thermoforming skills 5.2 Following Safety Manual 5.3 Identifying and controlling hazard/risks 5.4 Ability to handle operating tools/equipment/ materials 5.5 Ability to follow correct procedures and instructions

	<p>vacuum forming station</p> <p>5.8 All machines used turned off after the fabrication following the equipment manual</p> <p>5.9 Tools returned to their designated cabinets following institutional procedures</p>		
6. Cut and grind the plastic according to prescribed trimlines	<p>6.1 Transtibial/ ankle disarticulation socket cut according to the prescribed trimlines</p> <p>6.2 Plaster removed inside the transtibial/ ankle prosthetic socket</p> <p>6.3 Transtibial/ ankle disarticulation socket trimlines smoothed according to prescribed trimlines</p> <p>6.4 Turned off all machines used during the fabrication</p> <p>6.5 Tools returned to their designated cabinets</p>	<p>6.1 Cutting and grinding tool and equipment</p> <p>6.2 Operation of dust collection system</p> <p>6.3 Use of cutting and grinding tools and equipment</p>	<p>6.1 Following Safety Manual</p> <p>6.2 Identifying and controlling hazard/risks</p> <p>6.3 Ability to handle cutting and grinding tools/equipment</p> <p>6.4 Ability to follow correct procedures and instructions</p>
7. Establish correct height of transtibial/ ankle disarticulation prosthesis according to measurement	<p>7.1 Measurements computed according to system height and prescription</p> <p>7.2 Pylons cut according to measurement</p> <p>7.3 Transtibial/ ankle disarticulation prosthesis set to appropriate height following the prescription</p>	<p>7.1 System height computation</p> <p>7.2 Lower limb prosthetic components</p> <p>7.3 Cutting of pylons</p> <p>7.4 Use of lower limb prosthetics components</p> <p>7.5 Use of tools in cutting pylons</p>	<p>7.1 Following Safety Manual</p> <p>7.2 Identifying and controlling hazard/risks</p> <p>7.3 Ability to handle operating tools/equipment</p> <p>7.4 Pylon cutting skills</p>
8. Attach the transtibial/ ankle disarticulation components according to alignment and safety requirements	<p>8.1 Foot aligned in 5 degrees external rotation from line of progression following the standard bench alignment procedure</p> <p>8.2 Pylon set in vertical on both sagittal and coronal plane following the standard bench alignment procedure</p> <p>8.3 Suspension system properly attached according to prescribed position</p> <p>8.4 Socket set in 5 degrees flexion and</p>	<p>8.1 Basic computation (i.e., addition, subtraction, multiplication and division)</p> <p>8.2 Transtibial bench alignment</p> <p>8.3 Tools in assembly and bench alignment</p> <p>8.4 Use lower limb prosthetics components</p> <p>8.5 Use of bench alignment tools and equipment</p>	<p>8.1 Following Safety Manual</p> <p>8.2 Identifying and controlling hazard/risks</p> <p>8.3 Reading skills</p> <p>8.4 Writing skills</p> <p>8.5 Ability to handle operating tools/equipment</p> <p>8.6 Transtibial Bench alignment skills</p>

	adduction in sagittal and frontal plane, respectively following the standard bench alignment procedure 8.5 Adaptor screws tightened according to torque requirement		
9. Fabricate the transtibial cosmetic cover	9.1 Patient tracing transferred to the foam according to desired shape and measurement 9.2 Foam shaped following the foam tracing 9.3 Foam cover attached to the prosthesis following the transtibial alignment	9.1 Tracing of pattern 9.2 Sound limb measurements 9.3 Types of cosmetic foams 9.4 Use of cosmetic covers	9.1 Tracing and Measurements 9.2 Transferring tracings 9.3 Finishing of cosmetic cover 9.4 Attention to details
10. Store the transtibial/ ankle disarticulation prosthesis properly until fitting date	10.1 Transtibial/ ankle disarticulation prosthesis properly labeled following device safe keeping process 10.2 Transtibial/ ankle disarticulation prosthesis placed in safe and secure environment safe keeping process 10.3 Transtibial/ ankle disarticulation prosthesis readiness is coordinated following institutional procedures	10.1 Written communication 10.2 Recording	10.1 Communication skills 10.2 Record-keeping 10.3 Reading skills 10.4 Writing skills 10.5 Ability to handle operating tools/equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Liner	May include 1.1 Ethyl Vinyl Acetate 1.2 PEIite 1.3 Plastazote
2. Plastic	May include 2.1 Polypropylene 2.2 Polyethylene 2.3 Co-polymer 2.4 Thermolyn
3. Transtibial/ankle disarticulation components	May include 3.1. Pylon materials 3.1.1. Aluminum 3.1.2. Carbon fiber 3.1.3. Stainless steel 3.1.4. Plastic 3.1.5. Titanium 3.2. Adaptor types 3.3. Socket adaptor 3.4. Foot adaptor 3.5. Suspension system types 3.5.1. Cuff suspension 3.5.2. Suction valve 3.5.3. Suspension sleeve 3.5.4. Pin lock suspension 3.6. Foot types 3.6.1. Solid ankle cushion heel foot 3.6.2. Single axis foot 3.6.3. Multi axis foot 3.6.4. Energy storing foot

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Confirmed prescription / specifications of the device 1.2 Requested tools and supplies 1.3 Prepared a transtibial/ knee disarticulation positive cast for fabrication 1.4 Thermoformed soft liner into the transtibial/ knee disarticulation positive mold 1.5 Thermoformed hard plastic component of transtibial/ knee disarticulation socket 1.6 Cut and grinded the plastic according to prescribed trimlines 1.7 Established correct height of transtibial/ knee disarticulation prosthesis according to measurement 1.8 Attached the transtibial/ knee disarticulation components according to alignment and safety requirements 1.9 Fabricated the transtibial cosmetic cover 1.10 Stored transtibial/ knee disarticulation device properly until fitting date
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workshop appropriate for the unit of competency 2.2 Tools, materials and equipment, appropriate for the unit of competency
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation with questioning 3.2 Written Examination 3.3 Interview
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : FABRICATE A TRANSFEMORAL/KNEE
DISARTICULATION PROSTHESIS**

UNIT CODE : HHC321303

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to fabricate a transfemoral/knee disarticulation prosthesis

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm prescription / specifications of the device	1.1 Prescription received in accordance with established documentation procedures 1.2 Prescription verified in accordance with documentation procedure 1.3 Prescription logged in accordance documentation procedures	1.1 Reporting 1.2 Reporting process 1.3 Verbal communication 1.4 Office protocol 1.5 Forms 1.6 Inventory counting 1.7 Nomenclature of prosthetic devices 1.8 Materials Science 1.9 Prescription terminologies and format 1.10 Prosthetic components 1.11 Types of Cast 1.12 Use of computer and other software materials	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Reading skills 1.5 Mathematical skills
2. Request tools and materials	2.1 Request form filled-up in accordance to form design 2.2 Availability of tools and materials verified in accordance to stock inventory 2.3 Materials received in accordance with the request form	2.1 Institutional policies, guidelines and procedures 2.2 Forms 2.3 Tool and Materials	2.1 Interpersonal skills 2.2 Communication skills 2.3 Record-keeping 2.4 Safe Handling of Tool and Materials 2.5 Hazard/risks identification and control 2.6 Ready skills to access industry information 2.7 Verification skills

<p>3. Prepare a transfemoral/ knee disarticulation positive cast for fabrication</p>	<p>3.1 Positive cast is ensured free of bumps and sharp edges in accordance to thermoforming preparation procedure</p> <p>3.2 Positive cast positioned the in the vacuum pipe securely in accordance to thermoforming preparation procedure</p> <p>3.3 Vacuum suction checked following the required pressure (PSI)</p>	<p>3.1 Vacuum forming process and principles</p> <p>3.2 Use of vacuum station</p>	<p>3.1 Following Safety Manual</p> <p>3.2 Identifying and controlling hazard/risks</p> <p>3.3 Vacuum forming skills</p> <p>3.4 Ability to follow correct procedures and instructions</p>
<p>4. Thermoform hard plastic component of transfemoral/ knee disarticulation socket</p>	<p>4.1 Socket adaptor secured according to the prescribed alignment</p> <p>4.2 Positive Mold positioned to the vacuum pipe following the thermoforming procedure</p> <p>4.3 Vacuum suction was tested before actual thermoforming</p> <p>4.4 Materials prepared according to prescribed dimensions</p> <p>4.5 Plastic vacuum formed the to the positive mold following the thermoforming procedure</p> <p>4.6 Transfemoral/knee disarticulation socket checked for cooling and setting following the thermoforming procedure</p> <p>4.7 Transfemoral/knee disarticulation socket dismounted from the vacuum forming station</p> <p>4.8 All machines used turned off after the</p>	<p>4.1 Types and thickness of Plastics</p> <p>4.2 Principles of thermoforming</p> <p>4.3 Socket adaptor placement and alignment</p> <p>4.4 Curing of Plastic</p> <p>4.5 Use of tools, materials and equipment</p> <p>4.6 Use of lower limb prosthetic components</p>	<p>4.1 Thermoforming skills</p> <p>4.2 Following Safety Manual</p> <p>4.3 Identifying and controlling hazard/risks</p> <p>4.4 Ability to handle operating tools/equipment/ materials</p> <p>4.5 Ability to follow correct procedures and instructions</p>

	<p>fabrication following the equipment manual</p> <p>4.9 Tools returned to their designated cabinets following institutional procedures</p>		
5. Cut and grind the plastic according to prescribed trimlines	<p>5.1 Transfemoral/knee disarticulation socket cut according to the prescribed trimlines</p> <p>5.2 Plaster removed inside the transfemoral/knee disarticulation prosthetic socket</p> <p>5.3 Transfemoral/knee disarticulation socket trimlines smoothed according to prescribed trimlines</p> <p>5.4 Turned off all machines used during the fabrication</p> <p>5.5 Tools returned to their designated cabinets</p>	<p>5.1 Cutting and grinding tool and equipment</p> <p>5.2 Operation of dust collection system</p> <p>5.3 Use of cutting and grinding tools and equipment</p>	<p>5.1 Following Safety Manual</p> <p>5.2 Identifying and controlling hazard/risks</p> <p>5.3 Ability to handle cutting and grinding tools/equipment</p> <p>5.4 Ability to follow correct procedures and instructions</p>
6. Establish correct height of transfemoral/knee disarticulation prosthesis according to measurement	<p>6.1 Measurements computed according to system height and prescription</p> <p>6.2 Pylons cut according to measurement</p> <p>6.3 Transfemoral/knee disarticulation prosthesis set to appropriate height following the prescription</p>	<p>6.1 System height computation</p> <p>6.2 Lower limb prosthetic components</p> <p>6.3 Cutting of pylons</p> <p>6.4 Use of lower limb prosthetics components</p> <p>6.5 Use of tools in cutting pylons</p>	<p>6.1 Following Safety Manual</p> <p>6.2 Identifying and controlling hazard/risks</p> <p>6.3 Ability to handle operating tools/equipment</p> <p>6.4 Pylon cutting skills</p>
7. Attach the transfemoral/knee disarticulation components according to alignment and safety requirements	<p>7.1 Foot aligned in 5 degrees external rotation from line of progression following the standard bench alignment procedure</p> <p>7.2 Pylon set in vertical on both sagittal and coronal plane following the standard bench alignment procedure</p> <p>7.3 Knee joint set in 5° external rotation following the standard bench alignment procedure</p> <p>7.4 Suspension system properly attached according to prescribed position</p>	<p>7.1 Basic computation (i.e., addition, subtraction, multiplication and division)</p> <p>7.2 Transfemoral bench alignment</p> <p>7.3 Tools in assembly and bench alignment</p> <p>7.4 Use lower limb prosthetics component</p> <p>7.5 Use of bench alignment tools and equipment</p>	<p>7.1 Following Safety Manual</p> <p>7.2 Identifying and controlling hazard/risks</p> <p>7.3 Reading skills</p> <p>7.4 Writing skills</p> <p>7.5 Ability to handle operating tools/equipment</p> <p>7.6 Transfemoral Bench alignment skills</p>

	<p>7.5 Socket set in 5 degrees flexion and adduction in sagittal and frontal plane, respectively following the standard bench alignment procedure</p> <p>7.6 Adaptor screws tightened according to torque requirement</p>		
8. Fabricate the transfemoral/ knee disarticulation cosmetic cover	<p>8.1 Patient tracing transferred to the foam according to desired shape and measurement</p> <p>8.2 Foam shaped following the foam tracing</p> <p>8.3 Foam cover attached to the prosthesis following the transtibial alignment</p>	<p>8.1 Tracing of pattern</p> <p>8.2 Sound limb measurements</p> <p>8.3 Types of cosmetic foams</p> <p>8.4 Use of cosmetic covers</p>	<p>8.2 Tracing and Measurements</p> <p>8.3 Transferring tracings</p> <p>8.4 Finishing of cosmetic cover</p> <p>8.5 Attention to details</p>
9. Prepare silesian belt according to patient measurements	<p>9.1 Cut appropriate swebbing and velcros following the patient measurement</p> <p>9.2 Sew webbing and Velcros together in accordance to straps fabrication procedure</p> <p>9.3 Place attachment holes in the straps following the desired measurements</p>	<p>9.1 Basic computation (i.e., addition, subtraction, multiplication and division)</p> <p>9.2 Basic principles of sewing</p> <p>9.3 Use of sewing machine and soldering iron</p>	<p>9.1 Sewing skills</p> <p>9.2 Identifying and controlling hazard/risks</p> <p>9.3 Ability to handle operating tools/equipment/m aterials</p> <p>9.4 Ability to follow correct procedures and instructions</p>
10. Store the transfemoral/ knee disarticulation device properly until fitting date	<p>10.1 Transfemoral/knee disarticulation prosthesis properly labeled following device safe keeping process</p> <p>10.2 Transfemoral/knee disarticulation prosthesis placed in safe and secure environment safe keeping process</p> <p>10.3 Transfemoral/knee disarticulation prosthesis readiness is coordinated following institutional procedures</p>	<p>10.1 Written communication</p> <p>10.2 Recording</p>	<p>10.1 Communication skills</p> <p>10.2 Record-keeping</p> <p>10.3 Reading skills</p> <p>10.4 Writing skills</p> <p>10.5 Ability to handle operating tools/equipment</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Knee joint	May include 1.1. Polycentric knee joint 1.2. Single Axis knee joint 1.3. Pneumatic Control knee joint 1.4. Hydraulic knee joint 1.5. Weight activated knee joint 1.6. Manual locking knee joint

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Confirmed prescription / specifications of the device 1.2 Requested tools and supplies 1.3 Prepare a transfemoral/knee disarticulation positive cast for fabrication 1.4 Thermoform hard plastic component of transfemoral/knee disarticulation socket 1.5 Cut and grinded the plastic according to prescribed trimlines 1.6 Establish correct height of transfemoral/knee disarticulation prosthesis according to measurement 1.7 Attach the transfemoral/knee disarticulation components according to alignment and safety requirements 1.8 Prepared Silesian belt according to patient measurements 1.9 Fabricated the transfemoral/knee disarticulation cosmetic cover 1.10 Transfemoral/knee disarticulation device properly until fitting date
2. Resource Implications	The following resources should be provided: 2.1 Workshop appropriate for the unit of competency 2.2 Tools, materials and equipment, appropriate for the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 Written Examination 3.4 Interview
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 : FABRICATE A TRANSRADIAL/WRIST DISARTICULATION PROSTHESIS

UNIT CODE : HHC321304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to fabricate a transradial/wrist disarticulation prosthesis

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm prescription / specifications of the device	1.1 Prescription received in accordance with established documentation procedures 1.2 Prescription verified in accordance with documentation procedure 1.3 Prescription logged in accordance documentation procedures	1.1 Reporting 1.2 Reporting process 1.3 Verbal communication 1.4 Office protocol 1.5 Forms 1.6 Inventory counting 1.7 Nomenclature of prosthetic devices 1.8 Materials Science 1.9 Prescription terminologies and format 1.10 Prosthetic components 1.11 Types of Cast 1.12 Use of computer and other software materials	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Reading skills 1.5 Mathematical skills
2. Request tools and materials	2.1 Request form filled-up in accordance to form design 2.2 Availability of tools and materials verified in accordance to stock inventory 2.3 Materials received in accordance with the request form	2.1 Institutional policies, guidelines and procedures 2.2 Forms 2.3 Tool and Materials	2.1 Interpersonal skills 2.2 Communication skills 2.3 Record-keeping 2.4 Safe Handling of Tool and Materials 2.5 Hazard/risks identification and control 2.6 Ready skills to access industry information 2.7 Verification skills
3. Prepare a transradial/ wrist disarticulation	3.1 Positive cast is ensured free of bumps and sharp edges in accordance to	3.1 Vacuum forming process and principles 3.2 Use of vacuum station	3.1 Following Safety Manual 3.2 Identifying and controlling hazard/risks

positive cast for fabrication	<p>thermoforming preparation procedure</p> <p>3.2 Positive cast positioned the in the vacuum pipe securely in accordance to thermoforming preparation procedure</p> <p>3.3 Vacuum suction checked following the required pressure (PSI)</p>		<p>3.3 Vacuum forming skills</p> <p>3.4 Ability to follow correct procedures and instructions</p>
4. Thermoform hard plastic component of transradial/ wrist disarticulation socket	<p>4.1 Positive Mold positioned to the vacuum pipe following the thermoforming procedure</p> <p>4.2 Vacuum suction was tested before actual thermoforming</p> <p>4.3 Materials prepared according to prescribed dimensions</p> <p>4.4 Plastic vacuum formed the to the positive mold following the thermoforming procedure</p> <p>4.5 Transradial/wrist disarticulation socket checked for cooling and setting following the thermoforming procedure</p> <p>4.6 Trans radial/wrist disarticulation socket dismounted from the vacuum forming station</p> <p>4.7 All machines used turned off after the fabrication following the equipment manual</p> <p>4.8 Tools returned to their designated cabinets following institutional procedures</p>	<p>4.1 Types and thickness of Plastics</p> <p>4.2 Principles of thermoforming</p> <p>4.3 Socket adaptor placement and alignment</p> <p>4.4 Curing of Plastic</p> <p>4.5 Use of tools, materials and equipment</p> <p>4.6 Use of lower limb prosthetic components</p>	<p>4.1 Thermoforming skills</p> <p>4.2 Following Safety Manual</p> <p>4.3 Identifying and controlling hazard/risks</p> <p>4.4 Ability to handle operating tools/equipment/ materials</p> <p>4.5 Ability to follow correct procedures and instructions</p>
5. Establish correct length of transradial/ wrist disarticulation according to measurement	<p>5.1 Measurements computed according to system height and prescription</p> <p>5.2 Socket extension established according to the computed measurements</p> <p>5.3 Elbow aligned according to alignment lines</p> <p>5.4 Second socket thermoformed</p>	<p>5.1 System height computation</p> <p>5.2 Upper limb prosthetic components</p> <p>5.3 Cutting of pylons</p> <p>5.4 Use of upper limb prosthetics components</p> <p>5.5 Use of tools in cutting pylons</p>	<p>5.1 Following Safety Manual</p> <p>5.2 Identifying and controlling hazard/risks</p> <p>5.3 Ability to handle operating tools/equipment</p> <p>5.4 Pylon cutting skills</p>

	<p>according to specifications</p> <p>5.5 Plaster removed from the inside of transradial/wrist disarticulation socket</p> <p>5.6 Transradial/wrist disarticulation socket Trimmed and grinded according to prescription</p>		
6. Attach the transradial/wrist disarticulation components according to alignment and safety requirements	<p>6.1 Terminal device attached to the upper limb wrist joint according to the prescribed alignment</p> <p>6.2 Bowden cable system attached to the upper limb prosthetic device according to P&O prescription</p> <p>6.3 Adaptor screws tightened according to torque requirement</p> <p>6.4 Thread locker applied to the screws according to tightening standards</p>	<p>6.1 Basic computation (i.e., addition, subtraction, multiplication and division)</p> <p>6.2 Transradial bench alignment</p> <p>6.3 Tools in assembly and bench alignment</p> <p>6.4 Bowden's cable system principles</p> <p>6.5 Use upper limb prosthetics components</p> <p>6.6 Use of bench alignment tools and equipment</p>	<p>6.1 Following Safety Manual</p> <p>6.2 Identifying and controlling hazard/risks</p> <p>6.3 Reading skills</p> <p>6.4 Writing skills</p> <p>6.5 Ability to handle operating tools/equipment</p> <p>6.6 Transradial assembling skills</p>
7. Store the transradial/wrist disarticulation prosthesis properly until fitting date	<p>7.1 Transradial/wrist disarticulation prosthesis properly labeled following device safe keeping process</p> <p>7.2 Transradial/wrist disarticulation prosthesis placed in safe and secure environment safe keeping process</p> <p>7.3 Transradial/wrist disarticulation prosthesis readiness is coordinated following institutional procedures</p>	<p>7.1 Written communication</p> <p>7.2 Recording</p>	<p>7.1 Communication skills</p> <p>7.2 Record-keeping</p> <p>7.3 Reading skills</p> <p>7.4 Writing skills</p> <p>7.5 Ability to handle operating tools/equipment</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Terminal Device	May include 1.1 Hook 1.2 Hand 1.2.1 Body Powered 1.2.2 Electric Powered

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Confirmed prescription / specifications of the device 1.2 Requested tools and supplies 1.3 Prepared a transhumeral/ elbow disarticulation positive cast for fabrication 1.4 Thermoformed hard plastic component of transhumeral/ elbow disarticulation socket 1.5 Establish correct length of transhumeral/ elbow disarticulation according to measurement 1.6 Attached the transhumeral/ elbow components according to alignment and safety requirements 1.7 Stored the transhumeral/ elbow disarticulation prosthesis properly until fitting date
2. Resource Implications	The following resources should be provided: 2.1 Workshop appropriate for the unit of competency 2.2 Tools, materials and equipment, appropriate for the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 Written Examination 3.4 Interview
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 : FABRICATE A TRANSHUMERAL/ELBOW
DISARTICULATION/SHOULDER DISARTICULATION
PROSTHESIS**

UNIT CODE : HHC321305

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to fabricate a transtibial or ankle disarticulation prosthesis.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm prescription / specifications of the device	1.1 Prescription received in accordance with established documentation procedures 1.2 Prescription verified in accordance with documentation procedure 1.3 Prescription logged in accordance documentation procedures	1.1 Reporting 1.2 Reporting process 1.3 Verbal communication 1.4 Office protocol 1.5 Forms 1.6 Inventory counting 1.7 Nomenclature of prosthetic devices 1.8 Materials Science 1.9 Prescription terminologies and format 1.10 Prosthetic components 1.11 Types of Cast 1.12 Use of computer and other software materials	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Reading skills 1.5 Mathematical skills
2. Request tools and materials	2.1 Request form filled-up in accordance to form design 2.2 Availability of tools and materials verified in accordance to stock inventory 2.3 Materials received in accordance with the request form	2.1 Institutional policies, guidelines and procedures 2.2 Forms 2.3 Tool and Materials	2.1 Interpersonal skills 2.2 Communication skills 2.3 Record-keeping 2.4 Safe Handling of Tool and Materials 2.5 Hazard/risks identification and control 2.6 Ready skills to access industry information 2.7 Verification skills
3. Prepare a trans humeral/ elbow disarticulation	3.1 Positive cast is ensured free of bumps and sharp edges in accordance to thermoforming	3.1 Vacuum forming process and principles 3.2 Use of vacuum station	3.1 Following Safety Manual 3.2 Identifying and controlling hazard/risks

positive cast for fabrication	<p>preparation procedure</p> <p>3.2 Positive cast positioned the in the vacuum pipe securely in accordance to thermoforming preparation procedure</p> <p>3.3 Vacuum suction checked following the required pressure (PSI)</p>		<p>3.3 Vacuum forming skills</p> <p>3.4 Ability to follow correct procedures and instructions</p>
4. Thermoform hard plastic component of transhumeral/ elbow disarticulation socket	<p>4.1 Positive Mold positioned to the vacuum pipe following the thermoforming procedure</p> <p>4.2 Vacuum suction was tested before actual thermoforming</p> <p>4.3 Materials prepared according to prescribed dimensions</p> <p>4.4 Plastic vacuum formed the to the positive mold following the thermoforming procedure</p> <p>4.5 Transhumeral/elbow disarticulation socket checked for cooling and setting following the thermoforming procedure</p> <p>4.6 Transhumeral/elbow disarticulation socket dismantled from the vacuum forming station</p> <p>4.7 All machines used turned off after the fabrication following the equipment manual</p> <p>4.8 Tools returned to their designated cabinets following institutional procedures</p>	<p>4.1 Types and thickness of Plastics</p> <p>4.2 Principles of thermoforming</p> <p>4.3 Socket adaptor placement and alignment</p> <p>4.4 Curing of Plastic</p> <p>4.4 Use of tools, materials and equipment</p> <p>4.5 Use of upper prosthetic components</p>	<p>4.1 Thermoforming skills</p> <p>4.2 Following Safety Manual</p> <p>4.3 Identifying and controlling hazard/risks</p> <p>4.4 Ability to handle operating tools/equipment/ materials</p> <p>4.5 Ability to follow correct procedures and instructions</p>
5. Establish correct length of trans	5.1 Measurements computed according	5.1 System height computation	5.1 Following Safety Manual

<p>humeral/ elbow disarticulation according to measurement</p>	<p>to system height and prescription 5.2 Socket extension established according to the computed measurements 5.3 Elbow unit aligned according to alignment lines 5.4 Second socket thermoformed according to specifications 5.5 Plaster removed from the inside of transhumeral/ elbow disarticulation socket 5.6 Transhumeral/ elbow disarticulation socket Trimmed and grinded according to prescription</p>	<p>5.2 Lower limb prosthetic components 5.3 Cutting of pylons 5.4 Use of upper limb prosthetics components 5.5 Use of tools in cutting pylons</p>	<p>5.2 Identifying and controlling hazard/risks 5.3 Ability to handle operating tools/equipment 5.4 Pylon cutting skills</p>
<p>6. Attach the transhumeral/ elbow disarticulation components according to alignment and safety requirements</p>	<p>6.1 Terminal device attached to the upper limb wrist joint according to the prescribed alignment 6.2 Bowden cable system attached to the upper limb prosthetic device according to prosthetic prescription 6.3 Adaptor screws tightened according to torque requirement 6.4 Thread locker applied to the screws according to tightening standards</p>	<p>6.1 Basic computation (i.e., addition, subtraction, multiplication and division) 6.2 Transradial bench alignment 6.3 Tools in assembly and bench alignment 6.4 Bowden's cable system principles 6.5 Use upper prosthetics components 6.6 Use of bench alignment tools and equipment</p>	<p>6.1 Following Safety Manual 6.2 Identifying and controlling hazard/risks 6.3 Reading skills 6.4 Writing skills 6.5 Ability to handle operating tools/equipment 6.6 Transhumeral assembling skills</p>
<p>7. Store the transhumeral/ elbow disarticulation prosthesis properly until fitting date</p>	<p>7.1 Transhumeral/elbow disarticulation prosthesis properly labeled following device safe keeping process 7.2 Transhumeral/elbow disarticulation prosthesis placed in safe and secure environment safe keeping process 7.3 Transhumeral/elbow disarticulation prosthesis readiness</p>	<p>7.1 Written communication 7.2 Recording</p>	<p>7.2 Communication skills 7.3 Record-keeping 7.4 Reading skills 7.5 Writing skills 7.6 Ability to handle operating tools/equipment</p>

	is coordinated following institutional procedures		
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Elbow Unit	May include 1.1 Inside locking elbow unit 1.2 Outside locking elbow unit

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Confirmed prescription / specifications of the device 1.2 Requested tools and supplies 1.3 Prepared a transhumeral/ elbow disarticulation positive cast for fabrication 1.4 Thermoformed hard plastic component of transhumeral/ elbow disarticulation socket 1.5 Establish correct length of transhumeral/ elbow disarticulation according to measurement 1.6 Attached the transhumeral/ elbow components according to alignment and safety requirements 1.7 Stored the transhumeral/ elbow disarticulation prosthesis properly until fitting date
2. Resource Implications	The following resources should be provided: 2.1 Workshop appropriate for the unit of competency 2.2 Tools, materials and equipment, appropriate for the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 Written Examination 3.4 Interview
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 : PERFORM BASIC REPAIR AND/OR REPLACEMENT OF THE PROSTHETIC DEVICES

UNIT CODE : HHC321306

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform basic repair and/or replacement of the prosthetic devices.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Receive the prosthetic device for repair or replacement of prosthetic components	1.1 Prosthetic device is evaluated for repair, replacement or referral to prosthetist 1.2 Prosthetic device for referral to prosthetist is done in the following <i>situations and cases</i> 1.3 Prosthetic device for repair or replacement is done in the following situations and cases 1.4 Repair/replacement needed for the prosthetic device verified according to established documentation procedures 1.5 Prosthetic device for repair/ replacement logged following established documentation procedures	1.1 Reporting 1.2 Reporting process 1.3 Verbal communication 1.4 Office protocol 1.5 Nomenclature of prosthetic and orthotic devices 1.6 Materials Science 1.7 Prosthetic components 1.8 Common problems in prosthesis 1.9 Use of prosthetic components	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Reading skills 1.5 Following manufacturer 's specification
2. Perform the necessary repair or replacement needed according to latest prescription	2.1 Replacement/repair part/s or materials ordered in accordance to latest prescription 2.2 Replacement/repair part/s confirmed order of in accordance to stock inventory 2.3 Replacement/repair needed performed following the latest prescription	2.1 Tools 2.2 Equipment 2.3 Use of prosthetic components 2.4 Use of tools and equipment	2.1 Following Safety Manual 2.2 Identifying and controlling hazard/risks 2.3 Reading skills 2.4 Writing skills 2.5 Repair skills
3. Secure the prosthetic device for functionality and safety	3.1 Safety and functionality are checked in accordance with bench alignment procedures	3.1 Reporting 3.2 Reporting process 3.3 Verbal communication	3.1 Interpersonal skills 3.2 Communication skills 3.3 Record-keeping

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Prosthetic device is returned to patient following institutional procedure 3.3 Prosthetic device is received by patient and provides feedback 3.4 Prosthetic device repaired/replaced together with patient feedback is logged in accordance with established documentation procedures	3.4 Use of prosthetic components	3.4 Reading skills 3.5 Safe Manual Handling

RANGE OF VARIABLES

VARIABLE	RANGE
1. Situation and Cases	May include 1.1 Referral 1.1.1 Socket volume issues requiring fitting of plastic 1.1.2 Deviation/Changes from latest prescription/ components 1.2 Repair 1.2.1 Socket trimlines adjustments due to client discomfort 1.2.2 Socket pads addition due to residual limb changes 1.2.3 Liner and foam patches because of liner breakdown 1.2.4 Straps repair due to breakdown 1.2.5 Suction valve repair due to leakage 1.3 Replacement 1.3.1 Straps and belts replacement due to wear and tear 1.3.2 Bolt and screw replacement due to wear and tear

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Received the device for repair or replacement of prosthetic components 1.2. Performed the necessary repair or replacement needed according to the specification 1.3. Secured the prosthetic device for functionality and safety
2. Resource Implications	The following resources should be provided: 2.1. Workshop required for tasks 2.2. Equipment required for tasks 2.3. Tools required for tasks 2.4. Consumable materials required for tasks 2.5. Non-consumable materials required for tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Practical Exam 3.2 Demonstration with questioning 3.3 Written Examination
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 **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) NC II**.

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 accompany the curricula.

Course Title: ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) NC II

NC Level: NC II

Nominal Training Duration:

37 hours	Basic Competencies
112 hours	Common Competencies
364 hours	Core Competencies
513 hours	
480 hours	Supervised Industry Learning (SIL) (40 hours / week x 12 weeks and consider the number of devices to be fabricated)
993 hours	TOTAL

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude applicable in performing work activities involve in creating a positive mold from a negative cast, fabricating a transtibial/ankle disarticulation prosthesis, transfemoral/knee disarticulation prosthesis, transradial/wrist disarticulation prosthesis and transhumeral/elbow disarticulation/shoulder disarticulation prosthesis, and repairing and/or replacing of the prosthetic devices. 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	<ul style="list-style-type: none"> • Describe organizational policies • Read: <ul style="list-style-type: none"> ○ Effective communication ○ Written communication ○ Communication procedures and systems • Identify: <ul style="list-style-type: none"> ○ Different modes of communication ○ Medium of communication ○ Flow of communication ○ 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 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours
	1.2. Perform duties following workplace instructions -	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Written notices and instructions ○ Workplace interactions and procedures • Read instructions on work related forms/documents • Perform workplace duties scenario following workplace instructions 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours
	1.3. Complete relevant work-related documents	<ul style="list-style-type: none"> • Describe communication procedures and systems • Read: <ul style="list-style-type: none"> ○ Meeting protocols ○ Nature of workplace meetings ○ Workplace interactions ○ Barriers of communication 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role play 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read instructions on work related forms/documents • Practice: <ul style="list-style-type: none"> ○ Estimate, calculate and record routine workplace measures ○ Basic mathematical processes of addition, subtraction, division and multiplication • Demonstrate office activities in: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Discussion on team roles and scope • Participate in the discussion: <ul style="list-style-type: none"> ○ Definition of Team ○ Difference between team and group ○ Objectives and goals of team • Locate needed information from the different sources of information 	<ul style="list-style-type: none"> • Lecture/ Discussion • Group Work • Individual Work • Role Play 	<ul style="list-style-type: none"> • Role Play • Case Study • Written Test 	1 hour
	2.2 Identify one's role and responsibility within team	<ul style="list-style-type: none"> • Role play : <ul style="list-style-type: none"> ○ individual role and responsibility • Role Play <ul style="list-style-type: none"> ○ Understanding Individual differences • Discussion on gender sensitivity 	<ul style="list-style-type: none"> • Role Play • Lecture/ Discussion 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.3 Work as a team member	<ul style="list-style-type: none"> • Participate in group planning activities • Role play : Communication protocols • Participate in the discussion of standard work procedures and practices 	<ul style="list-style-type: none"> • Group work • Role Play • Lecture/ Discussion 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour
3. Solve/address routine problems	3.1 Identify routine problems	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour
	3.2 Look for solutions to routine problems	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour
	3.3 Look for solutions to routine problems	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 			
4. Develop Career and Life Decisions	4.1 Manage one's emotion	<ul style="list-style-type: none"> • 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 • Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace 	<ul style="list-style-type: none"> • Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues 	1 hour
	4.2 Develop reflective practice	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 Role-playing 	<ul style="list-style-type: none"> • 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
	4.3 Boost self-confidence and develop self-regulation	<ul style="list-style-type: none"> • Demonstrate self-acceptance and being able to accept challenges • 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 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • 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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Discuss and develop ideas with others	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • 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
	5.3 Integrate ideas for change in the workplace	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • 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 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				character strengths and virtues applied	
6. Present relevant information	6.1 Gather data/ information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Organisational protocols Confidentiality and accuracy Business mathematics and statistics Legislation, policy and procedures relating to the conduct of evaluations Reviewing data/ information 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role Play 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 hours
	6.2 Assess gathered data/ information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Data analysis techniques/ procedures Organisational values, ethics and codes of conduct Trends and anomalies Computing business mathematics and statistics Application of data analysis techniques 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role Play Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	3 hours
	6.3 Record and present information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Reporting requirements to a range of audiences Recommendations for possible improvements Analysis and comparison of interim and final reports' outcomes Reporting of data findings 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role Play Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	3 hours
7. Practice Occupational Safety and Health Policies and Procedures	7.1 Identify OSH compliance requirements	<ul style="list-style-type: none"> Discussion regarding: <ul style="list-style-type: none"> Hierarchy of Controls Hazard Prevention and Controls Work Standards and Procedures Personal Protective Equipment 	<ul style="list-style-type: none"> Lecture Group Discussion 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1 hour
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> Identification of required safety materials, tools and equipment Handling of safety control resources 	<ul style="list-style-type: none"> Lecture Group Discussion 	<ul style="list-style-type: none"> Written Exam Demonstration Observation 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				<ul style="list-style-type: none"> • Interviews / Questioning 	
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> • Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	2 hours
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	<ul style="list-style-type: none"> • Identify the processes on environmental policies • Relate the necessary skills in response to changing environmental policies needs <ul style="list-style-type: none"> - Waste Management Skills - Conservation of Energy in workplace 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Simulation • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	<ul style="list-style-type: none"> • Discussion of environmental protection and resource efficiency targets • Analysis on the relevant work procedure 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	1 hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> • Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing environment awareness 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Role Play • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	1 hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> • Case studies on best entrepreneurial practices • Discussion on quality procedures and practices • Case studies on cost consciousness in resource utilization 	<ul style="list-style-type: none"> • Case Study • Lecture/ Discussion 	<ul style="list-style-type: none"> • Case Study • Written Test • Interview 	1 hour
	9.2 Communicate entrepreneurial	<ul style="list-style-type: none"> • Discussion on communicating entrepreneurial workplace best practices 	<ul style="list-style-type: none"> • Lecture/ Discussion 	<ul style="list-style-type: none"> • Written Test • Interview 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	workplace best practices				
	9.3 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> • Discussion on communicating entrepreneurial workplace best practices 	<ul style="list-style-type: none"> • Lecture/ Discussion 	<ul style="list-style-type: none"> • Written Test • Interview 	1 hour

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.	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - language competence - literacy and reading competence - negotiating Skills - intra and Interpersonal skills 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • 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
	1.2 Integrate the organization's infection control policy and procedure into work practices	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Key performance indicators of infection control and prevention - Monitoring, surveillance and investigation of infection risks and hazardous events - Aggregate infection control information reports • Demonstrate identification, correction and reporting inadequacies in work procedures and infection control measures 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning 	8 hours
2. Respond effectively to difficult/	2.1 Plan responses	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Concepts and modes of communication - Environmental and institutional, rules, guidelines, policies and procedures 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview 	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
challenging behavior (24 hours)		<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Self-Learning • Video Presentation (offline / face to face) <p style="text-align: center;">Demonstration</p>	<ul style="list-style-type: none"> • Portfolio assessment • Demonstration with oral questioning 	
	2.2 Apply response	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • 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
	2.3 Report and review incidents	<ul style="list-style-type: none"> • Apply intra and interpersonal skills • Demonstrate reporting and documentation with accuracy • 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 	<ul style="list-style-type: none"> • Lecture • Demonstration 	<ul style="list-style-type: none"> • Written test • Demonstration 	4 hours
3. Apply basic first aid (24 hours)	3.1 Assess the situation	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • 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 			
	3.2 Apply basic first aid techniques	<ul style="list-style-type: none"> • Lecture and discussion about training application of first aid • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	12 hours
	3.3 Communicate details of the incident	<ul style="list-style-type: none"> • Lecture and discussion about concepts of communication in an accident/incident situation 	<ul style="list-style-type: none"> • Lecture (online / face to face) 	<ul style="list-style-type: none"> • Written test (online / face to face) 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Interview • Portfolio assessment • Observation • Demonstration with questioning 	
<p>4. Maintain high standards of patient /client services (32 hours)</p>	<p>4.1 Communicate appropriately with patients / clients</p>	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play • 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	<p>11 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 • Participate in the demonstration in delivering correct information to the client • Demonstrate empathy with patient / client and relatives • Apply intra and Interpersonal skills 			
	4.2 Establish and maintain good interpersonal relationship with patients / clients	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play • 	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • Apply conflict management • Apply intra and Interpersonal skills • Reporting and documentation with accuracy 			
	4.3 Act in a respectful manner at all times	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play • 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	6 hours

CORE COMPETENCIES (364 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Create a positive mold from a negative cast (27 hours)	1.1 Confirm prescription / specifications of the cast	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication • Office protocol • Forms • Inventory counting • Nomenclature of prosthetic devices • Materials Science • Prescription terminologies and format • Prosthetic components • Types of Cast • Use of computer and other software materials <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Receive prescription in accordance with established documentation procedures • Verify prescription according to established documentation procedures • Log prescription in accordance to established documentation procedures • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Apply mathematical skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	1.2 Prepare the negative cast for pouring	Lecture and discussion on the following: <ul style="list-style-type: none"> • Properties of Plaster of Paris Bandage and Powder • Plaster room tools • Common marking for negative cast • Cast preparation • Institutional regulations and policy on waste management Perform the following tasks: <ul style="list-style-type: none"> • Wear Personal Protective Equipment in accordance with Occupational Safety Protocols • Prepare Tools and supplies prepared in accordance to manufacturer's specifications • Reinforce markings reinforced inside the negative cast following the standard socket markings • Reinforce the negative cast reinforced and closed in accordance with negative cast preparation procedures • Apply separating agent applied for negative cast and plaster mix following the prescribed ratio • Re-establish alignment markings re-established for mandrel placement following the prescribed alignment • Place the negative cast on the sandbox following prescribed alignment marking. • Safe and proper handling of Plaster of Paris powder and bandage • Safe handling of tools in plaster room • Hazard/risks identification and control 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam • OSCE 	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Ability to follow correct procedures and instructions 			
	1.3 Pour liquid plaster into the negative cast	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Ratio and proportion • Cast alignment • Curing process of plaster of paris powder mixture <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Mix water and plaster following the prescribed ratio • Pour plaster mix until negative cast is ~95% filled • Place mandrel following the negative cast alignment markings • Safe and proper handling of Plaster of Paris powder and bandage • Hazard/risks identification and control 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • OSCE 	5 hours
	1.4 Prepare the positive mold for rectification	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Storing procedure • Perform the following tasks: • Mount positive cast in the bench vise securely at all times • Strip the negative cast rom the positive mold in accordance to stripping procedure • Re-establish alignment markings into the positive cast following the prescribed alignment • Re-establish client's name into the positive cast. • Store the positive cast on allotted shelves • Cleaning skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • OSCE 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Fabricate a transtibial/ ankle disarticulation prosthesis (97 hours)	2.1 Confirm prescription / specifications of the device	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Hazard/risks identification and control • Ability to handle operating tools/equipment • Ability to follow correct procedures and instructions <p>• Reporting</p> <p>• Reporting process</p> <p>• Verbal communication</p> <p>• Office protocol</p> <p>• Forms</p> <p>• Inventory Counting</p> <p>• Nomenclature of prosthetic devices</p> <p>• Materials Science</p> <p>• Prescription terminologies and format</p> <p>• Prosthetic components</p> <p>• Types of Cast</p> <p>• Use of computer and other software materials</p> <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Receive prescription in accordance with established documentation procedures • Verify prescription according to established documentation procedures • Log prescription in accordance to established documentation procedures • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Apply mathematical skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	2.2 Request tools and supplies	Lecture and discussion on the following: <ul style="list-style-type: none"> • Institutional policies, guidelines and procedures • Forms • Tool and Materials Perform the following tasks: <ul style="list-style-type: none"> • Fill up request form in accordance to form design • Verify availability of tools and supplies in accordance to stock inventory protocols • Receive tools and supplies in accordance with the request form. • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate safe handling of tools and materials • Apply hazard/risks identification and control • Apply ready skills to access industry information • Demonstrate verification skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours
	2.3 Prepare a transtibial/ ankle disarticulation positive cast for fabrication	Lecture and discussion on the following: <ul style="list-style-type: none"> • Vacuum forming process and principles • Use of vacuum station Perform the following tasks: <ul style="list-style-type: none"> • Ensure that the positive cast is ensured free of bumps and sharp edges • Position the positive cast in the vacuum pipe securely • Check the vacuum suction following the required pressure (PSI) • Following Safety Manual 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Identifying and controlling hazard/risks • Vacuum forming skills • Ability to follow correct procedures and instructions 			
	2.4 Thermoform soft liner into the transtibial/ankle disarticulation positive mold	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Liner dimensions • Properties of Foams liners • Types and uses of Oven • Proper setting of oven temperature • Use of oven and foams <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Set the appropriate oven temperature prescribed for the materials • Prepare the materials according to prescribed dimensions • Heat the liner according to the prescribed time and temperature • Mold the liner intimately to the positive mold via bandage / vacuum form • Demonstrate proper preparation and placement of materials in oven • Follow safety manual • Demonstrate pattern making skills • Identify and control hazard/risks • Ability to handle operating tools/equipment • Ability to follow correct procedures and instructions 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	2.5 Thermoform hard plastic component transtibial/ankle disarticulation socket	Lecture and discussion on the following: <ul style="list-style-type: none"> • Types and thickness of Plastics • Principles of thermoforming • Socket adaptor placement and alignment • Curing of Plastic • Use of tools, materials and equipment • Use of lower limb prosthetic components Perform the following tasks: <ul style="list-style-type: none"> • Secure the adaptors according to the prescribed alignment • Position the positive mold on the vacuum pipe properly • Ensure that the vacuum suction is working • Prepare materials according to prescribed dimensions • Vacuum form the plastic to the positive mold • Check if the transtibial/ankle disarticulation socket has cooled and hardened before dismounting • Dismount the transtibial/ankle disarticulation socket from the vacuum forming station • Turn off all machines used during the fabrication • Return tools to their designated cabinets • Demonstrate thermoforming skills • Follow safety manual • Identify and control hazard/risks • Ability to handle operating tools/equipment/materials • Ability to follow correct procedures and instructions 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	2.6 Cut and grind the plastic according to prescribed trimlines	Lecture and discussion on the following: <ul style="list-style-type: none"> • Cutting and grinding tool and equipment • Operation of dust collection system • Use of cutting and grinding tools and equipment Perform the following tasks: <ul style="list-style-type: none"> • Cut transtibial/ankle disarticulation socket according to the prescribed trimlines • Remove plaster inside the transtibial/ankle disarticulation socket • Finish transtibial/ankle disarticulation socket trimlines according to specification through grinding • Turn off all machines used during the fabrication • Return tools to their designated cabinets • Follow safety manual • Identify and control hazard/risks • Ability to handle cutting and grinding tools/equipment • Ability to follow correct procedures and instructions 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours
	2.7 Establish correct height of height of transtibial/ ankle disarticulation prosthesis according to measurement	Lecture and discussion on the following: <ul style="list-style-type: none"> • System height computation • Lower limb prosthetic components • Cutting of pylons • Use of lower limb prosthetics components Perform the following tasks: <ul style="list-style-type: none"> • Use of tools in cutting pylons and equipment • Compute system height according to prescription measurements 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Cut pylons according to measurement • Set transtibial/ankle disarticulation to correct height according to prescription measurements • Follow safety manual • Identify and control hazard/risks • Ability to handle operating tools/equipment • Pylon cutting skills 			
	<p>2.8 Attach the transtibial/ ankle disarticulation components according to alignment and safety requirements</p>	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Setting of angles • Transtibial bench alignment • Tools in assembly and bench alignment <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Use lower limb prosthetics components • Use of bench alignment tools and equipment • Align foot 5° from line of progression • Set the pylon in vertical on both sagittal and coronal plane • Attach suspension system properly according to prescribed position • Set the socket set in 5° flexion and adduction in sagittal and frontal plane, respectively • Tighten the screws according to torque requirement • Follow safety manual • Identify and control hazard/risks • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	<p>8 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate transtibial bench alignment skills 			
	2.9 Fabricate the transtibial cosmetic cover	Lecture and discussion on the following: <ul style="list-style-type: none"> • Tracing of pattern • Sound limb measurements • Types of cosmetic foams • Use of cosmetic covers Perform the following tasks: <ul style="list-style-type: none"> • Transfer patient tracing to the foam according to desired shape and measurement • Shape foam following the foam tracing • Attach foam cover to the prosthesis following the transtibial alignment • Demonstrate tracing and measurements skills • Demonstrate transferring tracings skills • Demonstrate finishing of cosmetic cover • Demonstrate attention to details 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours
	2.10 Store the transtibial/ankle disarticulation prosthesis properly until fitting date	Lecture and discussion on the following: <ul style="list-style-type: none"> • Written communication • Recording Perform the following tasks: <ul style="list-style-type: none"> • Label the transtibial/ ankle disarticulation prosthesis properly • Place the transtibial/ ankle disarticulation prosthesis in a safe and secure environment • Coordinate with relevant personnel regarding accomplished transtibial/ ankle disarticulation prosthesis 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment 			
<p>3. Fabricate a transfemoral/ knee disarticulation prosthesis (88 hours)</p>	<p>3.1 Confirm prescription / specifications of the device</p>	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication • Office protocol • Forms • Inventory counting • Nomenclature of prosthetic devices • Materials Science • Prescription terminologies and format • Prosthetic components • Types of Cast • Use of computer and other software materials <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Receive prescription in accordance with established documentation procedures • Verify prescription according to established documentation procedures • Log prescription in accordance to established documentation procedures • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Demonstrate reading skills • Apply mathematical skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	<p>4 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.2 Request tools and supplies	Lecture and discussion on the following: <ul style="list-style-type: none"> • Institutional policies, guidelines and procedures • Forms • Tool and Materials Perform the following tasks: <ul style="list-style-type: none"> • Fill up request form in accordance to form design • Verify availability of tools and supplies in accordance to stock inventory protocols • Receive tools and supplies in accordance with the request form. • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate safe handling of tools and materials • Demonstrate hazard/risks identification and control • Apply ready skills to access industry information • Demonstrate verification skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours
	3.3 Prepare a transfemoral/knee disarticulation positive cast for fabrication	Lecture and discussion on the following: <ul style="list-style-type: none"> • Vacuum forming process and principles • Use of vacuum station Perform the following tasks: <ul style="list-style-type: none"> • Ensure that the positive cast is ensured free of bumps and sharp edges • Position the positive cast in the vacuum pipe securely • Check the vacuum suction following the required pressure (PSI) 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Follow safety manual • Identify and control hazard/risks • Demonstrate vacuum forming skills • Follow correct procedures and instructions 			
	3.4 Thermoform hard plastic component transfemoral/knee disarticulation socket	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Types and thickness of plastics • Principles of thermoforming • Socket adaptor placement and alignment • Curing of Plastic • Use of tools, materials and equipment • Use of lower limb prosthetic components <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Secure the adaptors according to the prescribed alignment • Position the positive mold on the vacuum pipe properly • Ensure that the vacuum suction is working • Prepare materials according to prescribed dimensions • Vacuum form the plastic to the positive mold • Check if the transfemoral/knee disarticulation socket has cooled and hardened before dismounting • Dismount the transfemoral/knee disarticulation socket from the vacuum forming station • Turn off all machines used during the fabrication • Return tools to their designated cabinets • Demonstrate thermoforming skills • Follow safety manual 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Identify and control hazard/risks • Ability to handle operating tools/equipment/materials • Ability to follow correct procedures and instructions 			
	3.5 Cut and grind the plastic according to prescribed trimlines	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Cutting and grinding tool and equipment • Operation of dust collection system • Use of cutting and grinding tools and equipment <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Cut transfemoral/knee disarticulation socket according to the prescribed trimlines • Remove plaster inside the transfemoral/knee disarticulation socket • Finish transfemoral/knee disarticulation socket trimlines according to specification through grinding • Turn off all machines used during the fabrication • Return tools to their designated cabinets • Follow safety manual • Identify and control hazard/risks • Ability to handle cutting and grinding tools/equipment • Ability to follow correct procedures and instructions 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.6 Establish correct height of height of transfemoral/knee disarticulation prosthesis according to measurement	Lecture and discussion on the following: <ul style="list-style-type: none"> • System height computation • Lower limb prosthetic components • Cutting of pylons • Use of lower limb prosthetics components • Use of tools in cutting pylons Perform the following tasks: <ul style="list-style-type: none"> • Compute system height according to prescription measurements • Cut pylons according to measurement • Set transfemoral/knee disarticulation to correct height according to prescription measurements • Follow safety manual • Identify and control hazard/risks • Ability to handle operating tools/equipment • Pylon cutting skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	6 hours
	3.7 Attach the transfemoral/knee disarticulation components according to alignment and safety requirements	Lecture and discussion on the following: <ul style="list-style-type: none"> • Setting angulation • Transfemoral bench alignment • Tools in assembly and bench alignment\ • Use lower limb prosthetics component • Use of bench alignment tools and equipment Perform the following tasks: <ul style="list-style-type: none"> • Align foot 5° from line of progression • Set the pylon in vertical on both sagittal and coronal plane • Set the knee joint in 5 degrees external rotation following the standard bench • Attach suspension system properly according to prescribed position 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Set the socket set in 5° flexion and adduction in sagittal and frontal plane, respectively • Tighten the screws according to torque requirement • Follow safety manual • Identify and control hazard/risks • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment • Demonstrate transfemoral bench alignment skills 			
	3.8 Fabricate the transfemoral/knee disarticulation cosmetic cover	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Tracing of pattern • Sound limb measurements • Types of cosmetic foams • Use of cosmetic covers <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Transfer patient tracing to the foam according to desired shape and measurement • Shape foam following the foam tracing • Attach foam cover to the prosthesis following the transtibial alignment • Demonstrate tracing and measurement skills • Demonstrate transferring tracing skills • Demonstrate finishing of cosmetic cover • Apply attention to details skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.9 Prepare silesian belt according to patient measurements	Lecture and discussion on the following: <ul style="list-style-type: none"> • Measurement straps • Basic principles of sewing • Use of sewing machine and soldering iron Perform the following tasks: <ul style="list-style-type: none"> • Cut appropriate webbing and velcros following the patient measurement • Sew webbing and velcros together in accordance to straps fabrication procedure • Place attachment holes in the straps following the desired measurements • Demonstrate sewing skills • Identify and control hazard/risks • Ability to handle operating tools/equipment/materials • Ability to follow correct procedures and instructions 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	12 hours
	3.10 Store the transfemoral/ knee disarticulation device properly until fitting date	Lecture and discussion on the following: <ul style="list-style-type: none"> • Written communication • Recording Perform the following tasks: <ul style="list-style-type: none"> • Label the transfemoral/knee disarticulation prosthesis properly • Place the transfemoral/knee disarticulation prosthesis in a safe and secure environment • Coordinate with relevant personnel regarding accomplished transfemoral/knee disarticulation prosthesis • Demonstrate communication skills • Demonstrate record-keeping skills • Demonstrate reading skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate writing skills • Ability to handle operating tools/equipment 			
4. Fabricate a transradial/ wrist disarticulation prosthesis (66 hours)	4.1 Confirm prescription / specifications of the device	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication • Office protocol • Forms • Inventory counting • Nomenclature of prosthetic devices • Materials Science • Prescription terminologies and format • Prosthetic components • Types of Cast • Use of computer and other software materials <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Receive prescription in accordance with established documentation procedures • Verify prescription according to established documentation procedures • Log prescription in accordance to established documentation procedures • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Apply mathematical skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	4.2 Request tools and supplies	Lecture and discussion on the following: <ul style="list-style-type: none"> • Institutional policies, guidelines and procedures • Forms • Tool and Materials Perform the following tasks: <ul style="list-style-type: none"> • Fill up request form in accordance to form design • Verify availability of tools and supplies in accordance to stock inventory protocols • Receive tools and supplies in accordance with the request form. • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Demonstrate safe handling of tools and materials • Demonstrate hazard/risks identification and control skills • Demonstrate ready skills to access industry information • Demonstrate verification skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours
	4.3 Prepare a transradial/wrist disarticulation positive cast for fabrication	Lecture and discussion on the following: <ul style="list-style-type: none"> • Vacuum forming process and principles • Use of vacuum station Perform the following tasks: <ul style="list-style-type: none"> • Ensure that the positive cast is ensured free of bumps and sharp edges • Position the positive cast in the vacuum pipe securely • Check the vacuum suction following the required pressure (PSI) 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Follow safety manual • Identify and control hazard/risks • Demonstrate vacuum forming skills • Ability to follow correct procedures and instructions 			
	4.4 Thermoform hard plastic component of transradial/wrist disarticulation socket	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Types and thickness of Plastics • Principles of thermoforming • Socket adaptor placement and alignment • Curing of Plastic • Use of tools, materials and equipment • Use of upper limb prosthetic components <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Secure the adaptors according to the prescribed alignment • Position the positive mold on the vacuum pipe properly • Ensure that the vacuum suction is working • Prepare materials according to prescribed dimensions • Vacuum form the plastic to the positive mold • Check if the transradial/wrist disarticulation socket has cooled and hardened before dismounting • Dismount the transradial/wrist disarticulation socket from the vacuum forming station • Turn off all machines used during the fabrication • Return tools to their designated cabinets • Demonstrate thermoforming skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Follow safety manual • Identify and control hazard/risks • Ability to handle operating tools/equipment/materials • Ability to follow correct procedures and instructions 			
	4.5 Establish correct length of transradial/wrist disarticulation according to measurement	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • System height computation • Upper limb prosthetic components • Cutting of pylons • Use of upper limb prosthetics components • Use of tools in cutting pylons <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Compute measurements according to system height and prescription • Establish the socket extension according to computed measurements • Align the wrist unit in 5degrees flexion and radial deviation • Thermoform the second socket according to specifications • Remove plaster in transradial/wrist disarticulation socket • Trim and grind the transradial/wrist disarticulation socket according to prescription • Follow safety manual • Identify and control hazard/risks • Ability to handle operating tools/equipment • Demonstrate pylon cutting skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	4.6 Attach the transradial/wrist disarticulation components according to alignment and safety requirements	Lecture and discussion on the following: <ul style="list-style-type: none"> • Transradial bench alignment • Tools in assembly and bench alignment • Bowden’s cable system principles • Use upper limb prosthetics components • Use of bench alignment tools and equipment Perform the following tasks: <ul style="list-style-type: none"> • Attach the terminal device to the upper limb wrist joint according to the prescribed alignment • Attach Bowden cable system to the transradial/wrist disarticulation prosthesis according to P and O prescription • Tighten the adaptor screws according to torque requirement • Apply thread locker to the screws according to tightening standards • Follow safety manual • Identify and control hazard/risks • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment • Demonstrate transradial assembling skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	12 hours
	4.7 Store the transradial/wrist disarticulation prosthesis properly until fitting date	Lecture and discussion on the following: <ul style="list-style-type: none"> • Written communication • Recording Perform the following tasks: <ul style="list-style-type: none"> • Label transradial/wrist disarticulation prosthesis following device safe keeping process 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Place transradial/wrist disarticulation prosthesis in safe and secure environment following safe keeping process • Coordinate the readiness of transradial/wrist disarticulation prosthesis device following institutional procedures • Demonstrate communication skills • Demonstrate record-keeping skills • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment 			
5. Fabricate a trans humeral/ elbow disarticulation prosthesis (68 hours)	5.1 Confirm prescription / specifications of the device	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication • Office protocol • Forms • Inventory counting • Nomenclature of prosthetic devices • Materials Science • Prescription terminologies and format • Prosthetic components • Types of Cast • Use of computer and other software materials <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Receive prescription in accordance with established documentation procedures • Verify prescription according to established documentation procedures • Log prescription in accordance to established documentation procedures • Demonstrate interpersonal skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Apply mathematical skills 			
	5.2 Request tools and supplies	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Institutional policies, guidelines and procedures • Forms • Tool and Materials <p>Perform the following tasks: Fill up request form in accordance to form design Verify availability of tools and supplies in accordance to stock inventory protocols Receive tools and supplies in accordance with the request form.</p> <ul style="list-style-type: none"> • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate safe handling of tools and materials • Demonstrate hazard/risks identification and control • Demonstrate ready skills to access industry information • Demonstrate verification skills 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours
	5.3 Prepare a trans humeral/ elbow disarticulation positive cast for fabrication	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Vacuum forming process and principles • Use of vacuum station <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Ensure that the positive cast is ensured free of bumps and sharp edges 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Position the positive cast in the vacuum pipe securely • Check the vacuum suction following the required pressure (PSI) • Follow safety manual • Identify and control hazard/risks • Demonstrate vacuum forming skills • Ability to follow correct procedures and instructions 			
	<p>5.4 Thermoform hard plastic component trans humeral/elbow disarticulation socket</p>	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Types and thickness of Plastics • Principles of thermoforming • Socket adaptor placement and alignment • Curing of Plastic <ul style="list-style-type: none"> • Use of tools, materials and equipment • Use of upper limb prosthetic components <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Secure the adaptors according to the prescribed alignment • Position the positive mold on the vacuum pipe properly • Ensure that the vacuum suction is working • Prepare materials according to prescribed dimensions • Vacuum form the plastic to the positive mold • Check if the trans humeral/ elbow disarticulation socket has cooled and hardened before dismounting • Dismount the trans humeral/ elbow disarticulation socket from the vacuum forming station 	<ul style="list-style-type: none"> • Interactive lecture • Demonstration and return demonstration 	<ul style="list-style-type: none"> • Written exam • Practical exam 	<p>16 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Turn off all machines used during the fabrication • Return tools to their designated cabinets • Demonstrate thermoforming skills • Follow safety manual • Identify and control hazard/risks • Ability to handle operating tools/equipment/materials • Ability to follow correct procedures and instructions 			
	5.5 Establish correct length of trans humeral/ elbow disarticulation according to measurement	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • System height computation • Upper limb prosthetic components • Cutting of pylons • Use of upper limb prosthetics components • Use of tools in cutting pylons • Compute measurements according to system height and prescription <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Establish the socket extension according to computed measurements • Align the elbow unit according to alignment lines • Thermoform the second socket according to specifications • Remove plaster in transradial/wrist disarticulation socket • Trim and grind the transradial/wrist disarticulation socket according to prescription 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	5.6 Attach the trans humeral/ elbow disarticulation components according to alignment and safety requirements	Lecture and discussion on the following: <ul style="list-style-type: none"> • Transradial bench alignment • Tools in assembly and bench alignment • Bowden’s cable system principles • Use upper limb prosthetics components • Use of bench alignment tools and equipment Perform the following tasks: <ul style="list-style-type: none"> • Attach the terminal device to the upper limb wrist joint according to the prescribed alignment • Attach Bowden cable system to the trans humeral/ elbow disarticulation according to prosthetic prescription • Tighten the adaptor screws according to tightening standards • Apply thread locker to the screws according to tightening standards • Follow safety manual • Identify and control hazard/risks • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment • Demonstrate transhumeral assembling skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	12 hours
	5.7 Store the trans humeral/ elbow disarticulation prosthesis properly until fitting date	Lecture and discussion on the following: <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication • Written communication • Basic computation (i.e., addition, subtraction, multiplication and division) 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Nomenclature of prosthetic and orthotic devices • Materials Science • Prescription terminologies and format Perform the following skills <ul style="list-style-type: none"> • Label trans humeral/ elbow disarticulation following device safe keeping process • Place trans humeral/ elbow disarticulation prosthesis in safe and secure environment following safe keeping process • Coordinate the readiness of trans humeral/ elbow disarticulation prosthesis device following institutional procedures • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Demonstrate writing skills • Ability to handle operating tools/equipment 			
6. Perform basic repair and/or replacement of the prosthetic devices (18 hours)	6.1 Received the device for repair or replacement of prosthetic components	Lecture and discussion on the following: <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication • Office protocol • Nomenclature of prosthetic and orthotic devices • Common problems in prosthesis • Materials Science • Prosthetic components • Use of prosthetic components Perform the following tasks: <ul style="list-style-type: none"> • Receive prescription in accordance with established documentation procedures 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Verify prescription according to established documentation procedures • Log prescription in accordance to established documentation procedures • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Demonstrate reading skills • Follow manufacturer 's specification 			
	6.2 Perform the necessary repair or replacement needed according to latest prescription	<p>Lecture and discussion on the following:</p> <ul style="list-style-type: none"> • Tools • Equipment • Use of prosthetic components • Use of tools and equipment <p>Perform the following tasks:</p> <ul style="list-style-type: none"> • Order replacement part/s or materials according to prosthetist's orders • Confirm order of replacement part/s • Perform the replacement needed according to the specifications and Prosthetist's orders • Follow safety manual • Identify and control hazard/risks • Demonstrate reading skills • Demonstrate writing skills • Demonstrate repair skills 	<ul style="list-style-type: none"> • Interactive lecture • Demonstration and return demonstration 	<ul style="list-style-type: none"> • Written exam • Practical exam 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	6.3 Secure the prosthetic device for functionality and safety	Lecture and discussion on the following: <ul style="list-style-type: none"> • Reporting • Reporting process • Verbal communication and division) • Use of prosthetic components Perform the following tasks: <ul style="list-style-type: none"> • Secure all bolts and components • Test for safety and functionality of the device according to specifications • Send the repaired device to the Prosthetist • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping • Demonstrate reading skills • Demonstrate safe manual handling skills 	<ul style="list-style-type: none"> • Interactive Lecture • Demonstration and Return Demonstration 	<ul style="list-style-type: none"> • Written Exam • Practical Exam 	8 hours

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory 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 – Training within employment involving a contract between an apprentice and an enterprise on an approved apprentice able 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 wishing to enroll in this program should possess the following requirements:

- Must have completed at least 10 years basic education or Holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent; and
- Must possess good communication skills

* Note: PWDs are accepted unless safety is compromised

3.4 TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of **24 trainees** for Assistive Rehabilitation Technology Services (Prosthetics) 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.

EQUIPMENT

QTY	UNIT	SPECIFICATION/DESCRIPTION
2	pc	Projector + White Screen OR Television set for lectures
2	set	Microphone and speakers Appropriate for room area
3	units	Storage Cabinet (2 Door; For tools, devices and materials)
2	pcs	Alignment Jig
2	pcs	Anvil
1	pcs	Bench grinder
5	pcs	Bench vise
1	unit	Drill press
1	unit	Dust collection system
1	unit	Oven (Convection or Infrared only)
4	pcs	Cold Chisel
1	pcs	Riveting bar
2	unit	Router/ grinding machine/ belt sander
1	unit	Sewing machine
1	pcs	Soldering Iron with holder
1	pcs	Vacuum pump
2	pcs	Oscillating/Cast Saw
2	pcs	Vacuum station
5	pcs	Work benches (size:1m x 0.4m, thickness: 2" counter top with metal frame)
2	pcs	Sink with plaster trap
1	Pc	Sand box (size:1m x 0.5m)

TOOLS

QTY	UNIT	SPECIFICATION/DESCRIPTION
5	pcs	12" steel Rule

5	pcs	40" steel Rule
5	pcs	Adjustable knife
5	pcs	Goniometer
5	pcs	Ballpeen hammer
2	pcs	Body caliper
5	pcs	Casting Scissors
2	pcs	Center Punch
2	pcs	Cutting Plier
2	pcs	Deburring Tool
1	pcs	Dremel Set
1	pcs	Electric drill
5	pcs	Engineer square 12"
5	pcs	Hacksaw frame and Blade
2	pcs	Half round file with handle
1	pc	Hand drill
2	pcs	Heat gun
2	pcs	Hole punch
2	pcs	Hole saw
2	pcs	Jigsaw
5	pcs	Tailor scissors
5	pcs	Mandrel/ Pipe holder
1	pc	Pipe cutter for aluminum
1	pc	Heavy duty pipe cutter
5	pcs	Plumb line
2	pcs	Rubber mallet
2	set	Screwdriver Set - Flat & Philips
5	pcs	Plaster mixing bowls
5	pcs	Metal basin
5	set	Set metric Allen key
5	pcs	Spatula
5	pcs	Pail
1	pc	Balloon whisk
5	pcs	Tailor's measuring tape
5	pcs	Torpedo Level
1	pc	Torque wrench
2	pcs	Vise grip pliers

5	pcs	Ear protection*
5	pcs	Eye Glass protector*
5	pcs	Dust Mask
5	pcs	Face shield
5	pairs	Latex gloves*
5	pairs	Thermoforming gloves*
5	pcs	Apron*

*Items that should be provided by the students/trainees

MATERIALS

QTY	UNIT	SPECIFICATION/DESCRIPTION
1	ream	Long Bond Paper
1	box	Pencil
1	rolls	1.5" Hook (Strapping material)
1	rolls	1.5" Pile (Strapping material)
1	rolls	1.5" Webbing
2	sheets	12mm Ethyl Vinyl Acetate Foam 4ftx8ft
10	sheets	6mm Ethyl Vinyl Acetate Foam 4ftx8ft
20	sheets	5mm Polypropylene 4ftx8ft
10	pcs	Adjustable knife blade
1	pack	D-ring 2"
1	pcs	Buffing wheel
2	can	Contact adhesive
6	pcs	Drill bits (3mm, 4mm)
2	pcs	Hacksaw blade
2	pcs	Jigsaw blade
1	pcs	Thread locker
5	pcs	Needles (based on the sewing machine model)
50	pairs	Nylon stocking
5	pcs	Galvanized iron Pipe $\frac{3}{4}$ at least 20 meters
200	rolls	Plaster of Paris Bandage (6")
12	sack	Plaster of Paris Powder
12	sheets	Sand paper grit80
5	pcs	Sanding drum
5	pcs	Sanding sleeves
3	rolls	Sewing machine thread

2	packs	Speedy rivet
1	roll	Synthetic leather
4	pcs	Talcum powder
2	bottle	Dishwashing liquid
1	roll	Wire mesh
4	sacks	Sand
6	pcs	Socket adaptor
6	pcs	Double pyramid receiver
12	pcs	Tube Clamp
6	pcs	Aluminum Pylon
6	pcs	Prosthetic knee joint
6	pcs	Solid Ankle Cushion Heel Foot
6	pcs	Foot adaptor
6	pcs	Cosmetic hand
6	Pcs	Friction wrist unit
6	pcs	Manual locking elbow unit
6	set	Cable system
6	set	Suction valve
26	pcs	Transtibial foam cover
26	pcs	Transfemoral foam cover

3.5 TRAINING FACILITIES

Based on a class intake of 24 students/trainees.
(Reference: 1x2=2sqm/trainee or 1.75sqm/trainee)

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
A. Building (permanent)			
Lecture room	5 x 10	50	50
Wash area/comfort room (male & female)	4x2 for male 4x2 for female	16	16
B. Laboratory Areas			
Workshop Room	19 x 8	152	152
Rectification Room	14 x 3	42	42
Oven Room	5.2 x 5.2	10.4	10.4
Machine Room	5 x 7	35	35
Storage Area	14 x 3	42	42
Total Workshop Area			347 sq. m.

NOTE: Access to and use of equipment /facilities can be provided through cooperative arrangements or MOA with other partner companies.

There should at least be 1 trainer to facilitate lectures / activities involving a maximum of 8 trainees. Skills related activities should be supervised with a trainer-trainee ration of 1:4.

3.6 TRAINER'S QUALIFICATIONS

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Assistive Rehabilitation Technology Services (Prosthetics) NC II or holder of Bachelor's Degree relevant to the qualification (e.g. Prosthetics and Orthotics) with National Certificate on Trainer's Methodology I (TMI)
- Must have at least two (2) years industry experience in Prosthetics and Orthotics within the last five (5) years

3.7 INSTITUTIONAL ASSESSMENT

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

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENT

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

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

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the national qualification of **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) 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 assessed 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-registered, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to Assistive Rehabilitation Technology Services (Prosthetics) NC II; or

4.1.3.2 Experienced workers (wage employed or self-employed) who gained competencies in **fabrication of prosthetic devices** for at least 3 years within the last 5 years.

2. **Recognition of Prior Learning (RPL).** Candidates who have gained competencies through education, informal training, previous work or life experiences with at least **5 years** of experience in **fabrication of prosthetic devices** (within the last **10 years**) may apply for recognition in this Qualification through Portfolio Assessment. His/her employer/s must be company/ies duly registered and recognized on fabrication of prosthetic devices.

Requirements and implementation procedure of Portfolio Assessment must be consistent with **TESDA Circular No. 47, series of 2018** on *“Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System,* and with **TESDA Circular No. 118, series of 2019** on *“Addendum to the Implementing Guidelines on the Implementation Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System.”*

4.2 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”.

4.2 COMPETENCY ASSESSMENT REQUISITE

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

This document can:

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

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

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

COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (PROSTHETICS) 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 bi-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							

GLOSSARY OF TERMS

1. **CAST** A copy of the patient's limb/amputated limb. Can be negative cast or positive cast
2. **KNEE DISARTICULATION PROSTHESIS** A prosthetic device for a through-the-knee amputation
3. **MANDREL** A pipe used to hold the positive mold/cast
4. **NEGATIVE CAST** a plaster mold taken directly from the patient's limb
5. **PLASTER** a hard-white substance made by the addition of water to powdered and partly dehydrated gypsum, used for making casts
6. **POSITIVE MOLD** a solid copy of patient's limb. It is the product when a plaster mixture is poured in a negative cast and cured.
7. **PRESCRIPTION** A customized design of a prosthesis usually given by a Prosthetist
8. **PROSTHESIS** any device that replaces a part, or all, of an absent body segment. It is also known as a Prosthetic Device.
9. **PYLONS** A tube-like prosthetic component used to extend the prosthesis to match the correct height
10. **THERMOFORM** a manufacturing **process** where a plastic sheet is heated to a pliable forming temperature, formed to a specific shape in a mold. It is also known as vacuum forming
11. **TRANSFEMORAL** A prosthetic device for an above-the-knee amputation
12. **TRANSHUMERAL/ELBOW DISARTICULATION** A prosthetic device for an above-the-elbow amputation
13. **TRANSRADIAL/WRIST DISARTICULATION PROSTHESIS** A prosthetic device for a below-the-elbow amputation
14. **TRANSTIBIAL/ANKLE DISARTICULATION PROSTHESIS** A prosthetic device for a below-the-knee amputation

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