TRAINING REGULATIONS

ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (WHEELCHAIR) NC II

HUMAN HEALTH/HEALTH CARE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

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

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

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

1. 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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(WHEELCHAIR) NC II

SECTION 1   DEFINITION OF QUALIFICATION

The **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (WHEELCHAIR) NC II** Qualification consists of competencies that a person must achieve to properly and systematically receive wheelchair referral and appointment, assist the wheelchair clinician during assessment, coordinate procurement of the appropriate wheelchair size and its parts, assemble wheelchairs and fabricate/install modifications, assist the wheelchair clinician during wheelchair checkout and fitting and user training, and perform maintenance and repair wheelchairs. These competencies are required to an individual who engage with in the wheelchair service delivery for wheelchair users.

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
HHC321314	Receive wheelchair referral and appointment
HHC321315	Assist the wheelchair clinician during assessment
HHC321316	Coordinate procurement of the appropriate wheelchair size and its parts
HHC321317	Perform wheelchair assembly and modifications
HHC321318	Assist the wheelchair clinician in wheelchair checkout and fitting
HHC321319	Assist wheelchair clinician in user training
HHC321320	Perform maintenance and repair on wheelchairs

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

❑ Wheelchair Technician

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (WHEELCHAIR) NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY	:	**PARTICIPATE IN WORKPLACE COMMUNICATION**
UNIT CODE	:	**400311210**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from ***appropriate sources*** 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate ***medium*** is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and ***storage*** of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Applying basic business writing skills 1.9 Applying interpersonal skills in the workplace

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.10 Performing active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instruction is followed based on established procedures 2.3 Feedback is given to workplace supervisor-based instructions/ information received 2.4 ***Workplace interactions*** are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from ***appropriate sources*** 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Applying basic questioning/ querying 2.9 Applying skills in reading for information 2.10 Applying skills in locating
3. Complete relevant work related documents	3.1 Range of ***forms*** relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Errors in recording information on forms/ documents are	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	workplace requirements 3.4 Applying Effective record keeping skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311211**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED 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* 3.3 Protocols in reporting are observed based on	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 3.4 Contributing to Resolution of

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include but not limited to: 2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OHS and environmental standards
3. Workplace context	May include but not limited to: 3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

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

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

UNIT CODE : **400311212**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **DEVELOP CAREER AND LIFE DECISIONS**

UNIT CODE : **400311213**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 ***Self-management strategies*** are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and ***unpleasant situation*** in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of 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 2.3 Outcomes of personal and academic challenges by reflecting on previous problem	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 and being able to accept challenges

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **CONTRIBUTE TO WORKPLACE 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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1 ***Opportunities for improvement*** are identified proactively in own area of work. 1.2 ***Information*** are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea.	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation. 1.3 Types of changes and responsibility. 1.4 Seven habits of highly effective people.	1.1 Identifying opportunities to improve and to do things better. Involvement. 1.2 Identifying the positive impacts and the challenges of change and innovation. 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 ***People who could provide input*** to ideas for improvements are identified. 2.2 Ways of approaching people to begin sharing ideas are selected. 2.3 Meeting is set with relevant people. 2.4 Ideas for follow up are review and selected based on feedback. 2.5 ***Critical inquiry method*** is used to discuss and develop ideas with others.	2.1 Roles of individuals in suggesting and making improvements. 2.2 Positive impacts and challenges in innovation. 2.3 Types of changes and responsibility. 2.4 Seven habits of highly effective people.	2.1 Identifying opportunities to improve and to do things better. Involvement. 2.2 Identifying the positive impacts and the challenges of change and innovation. 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings.
3. Integrate ideas for change in 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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	generalizing skills are used to extract salient points in the pool of ideas. 3.3 **Reporting skills** are likewise used to communicate results. 3.4 **Current Issues and concerns** on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.2 Positive impacts and challenges in innovation. 3.3 Types of changes and responsibility. 3.4 Seven habits of highly effective people. 3.5 Basic research skills.	3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems 1.2 Processes 1.3 Procedures 1.4 Protocols 1.5 Codes 1.6 Practices
2. Information	May include: 2.1 Workplace communication problems 2.2 Performance evaluation results 2.3 Team dynamics issues and concerns 2.4 Challenges on return of investment 2.5 New tools, processes and procedures 2.6 New people in the organization
3. People who could provide input	May include: 3.1 Leaders 3.2 Managers 3.3 Specialists 3.4 Associates 3.5 Researchers 3.6 Supervisors 3.7 Staff 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiate towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication. See our pages Verbal Communication and Effective Speaking 4.8 Listening 4.9 Reducing misunderstandings is a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations
5. Reporting skills	May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation 5.4 Coherent writing 5.5 Speaking

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

	UNIT OF COMPETENCY	:	**PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES**
	UNIT CODE	:	**400311216**
	UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant *OSH requirements, regulations, policies and procedures* are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to *appropriate personnel* 1.3 *OSH preventive and control requirements* are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Applying communication skills 1.2 Applying interpersonal skills 1.3 Applying critical thinking skills 1.4 Applying observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Applying Communication skills 2.2 Applying estimation skills 2.3 Applying interpersonal skills 2.4 Applying critical thinking skills 2.5 Applying observation skills 2.6 Identifying material, tool and equipment
3. Perform tasks in accordance with relevant	3.1 Relevant OSH work procedures are identified in accordance	3.1 OSH work standards 3.2 Industry related work activities	3.1 Applying communication skills

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

EVIDENCE GUIDE

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

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

UNIT CODE : **400311217**

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established *environmental work procedures*	1.1 Importance of Environmental Literacy 1.2 Environmental Work Procedures 1.3 Waste Minimization 1.4 Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Applying innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Applying deductive reasoning skills 2.2 Applying critical thinking 2.3 Applying problem solving skills 2.4 Applying observation Skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to *appropriate personnel* 3.2 Concerns related resource utilization are discussed with appropriate personnel	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 3.3 Applying problem solving 3.4 Applying observation Skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Feedback on information/ concerns raised are clarified with appropriate personnel		3.5 Practicing Environmental Awareness

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

UNIT CODE : **400311218**

UNIT DESCRIPTOR : This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations.

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

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

3. 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

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

COMMON COMPETENCIES

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

UNIT CODE : **HHC321201**

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

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

1. Provide information to the work group about the organization's infection control policies and procedures	1.1 Relevant information about the organization's infection control policy and procedures, and applicable *industry codes of practice* are accurately and clearly explained to the work group
	1.2 Information about identified **hazards and the** *outcomes of infection risk assessments* is regularly provided to the work group
	1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices
		1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques
		1.2 Concepts of mode of communication
		1.3 Reporting, documentation and use of non-verbal and verbal communication
		1.4 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures
		1.5 Respect for client's rights
		1.6 Knowledge on the use of personal protective equipment
		1.7 Basic knowledge on infectious diseases transmission
		1.8 Principles of infection control
		  1.8.1 Frequent handwashing (WHO Standard)
		  1.8.2 Body Substance Isolation (BSI)
			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, policies and procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		by using PPE (Personal Protective Equipment) 1.9 Use of disinfectant 1.10 Observe "Social Distancing" 1.11 Stay at home as needed 1.12 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	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 implement improvements in practices	3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures	3.1 Reporting, documentation and use of non-verbal and verbal communication 3.2 Knowledge on OSH, infection control, environmental and	3.1 Using personal protective equipment 3.2 Identifying transmission of infectious diseases 3.3 Using therapeutic communication

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

RANGE OF VARIABLES

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

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

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

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate
	  1.1. Communicated with team and individuals on organizational policy and procedures for infection control
	  1.2. Applied infection control policies and procedures which impact on work processes of the specific work unit
	  1.3. Applied procedures for adopting appropriate infection practices within work unit
	  1.4. Demonstrated appropriate handwashing technique
	  1.5. Demonstrated the ability to appropriately wear, remove and dispose PPE (Personal Protective Equipment)
	  1.6. Provided appropriate supervision of work group

2. Resource Implications	The following resources should be provided:
	  2.1. Workplace infection control and health and safety policies and procedures
	  2.2. Waste management procedures
	  2.3. Food safety procedures
	  2.4. Other organizational policies and procedures
	  2.5. Duties statements and/or job descriptions

3. Methods of Assessment	Competency in this unit may be assessed through:
	  3.1. Observation
	  3.2. Interview
	  3.3. Portfolio
	  3.4. Demonstration with questioning

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

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

UNIT CODE : **HHC321202**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan responses	1.1 ***Responses are planned*** to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources based on established standard practice 1.2 Specific manifestations of ***difficult or challenging behavior*** are identified and ***strategies appropriate*** to these behaviors are planned as required based on established procedure 1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures	1.1 Use of therapeutic communication 1.2 RA 11058 - OSH Law 1.3 Reporting and documentation 1.4 Environmental RA 9003 (Ecological Solid Waste Management Act) 1.5 Difficult and challenging behavior 1.6 Client issues which need to be referred to an appropriate health professional 1.7 Rules of health professionals involved with the care of client	1.1 Applying therapeutic communication 1.2 Implementing environmental and institutional, rules, guidelines, policies and procedures 1.3 Identifying issues relating to difficult and challenging behavior 1.4 Identifying client issues which need to be referred to an appropriate health professional 1.5 Thinking and responding quickly and strategically 1.6 Remaining alert to potential incidents of difficult or challenging behavior 1.7 Working with others and display empathy with client and relatives 1.8 Applying intra and interpersonal skills 1.9 Reporting and documentation with accuracy
2. Apply response	2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with ***institutional policies and procedures*** 2.2 Communication is used effectively to achieve	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 2.3 Identifying issues relating to difficult

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	May include: 1.1 Own ability and experience 1.2 Established institutional procedures 1.3 Knowledge of individual persons and underlying causes
2. Difficult or challenging behaviors	May include: 2.1 Aggression/Assaultive behavior 2.2 Confusion or other cognitive impairment 2.3 Noisiness 2.4 Manipulative 2.5 Wandering 2.6 Self-destructive 2.7 Intoxication 2.8 Withdrawn/depressed 2.9 Negativistic 2.10 Intrusive behavior 2.11 Verbal offensiveness
3. Strategies appropriate for dealing with challenging behaviors	May include: 3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Institutional policies and procedures	May include: 4.1 Incident reporting and documentation 4.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 4.3 Debriefing of staff involved in the incident
5. Selection of appropriate strategies for dealing with challenging behaviors	May include: 5.1 The nature of the incident 5.2 Potential effect on different parties, patient / client, staff and others 5.3 Established procedures and guidelines
6. Report and review	May include: 6.1 Purposes of the incident report review 6.2 Characteristics of an incident report review 6.3 Element of an effective incident report review

7. Incident report	May include:
	7.1 Data of worker/s
	    7.1.1 Name of worker
	    7.1.2 Job title / occupation
	    7.1.3 Time and date of injury
	    7.1.4 Exact location of the worker at the time of injury
	    7.1.5 Exact description of how the injury was sustained

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Identified specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required 1.2. Maintained personal safety and the safety of others 1.3. Reported incidents, reviewed and responded quickly and effectively to contingencies 1.4. Used debriefing mechanisms
2. Resource Implications	The following resources should be provided: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Relevant institutional policy, guidelines, procedures and protocols 2.3. Emergency response procedures and employee support arrangements
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Observation with questioning 3.2. Demonstration with questioning
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : **HHC321203**

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE

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

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

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

VARIABLE	RANGE

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

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

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

VARIABLE	RANGE

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

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

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

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

VARIABLE	RANGE
	10.1.4.4 Time when last taken 10.1.5 Past history of casualty's medical condition 10.1.6 Last oral intake, last meal, drink or medication taken prior to accident 10.1.7 Events leading to injury or illness
11 Physical examination	May include: 11.1　Begin care and assessment in the order of importance: 　　11.1.1　A – Airway 　　11.1.2　B – Breathing 　　11.1.3　C – Circulation 　　11.1.4　D – Disabilities which includes mental status 　　11.1.5　E -　Expose any body part that is fractured like extremities but still maintain casualty's privacy and dignity 11.2　Techniques of physical examination 　　11.2.1　Inspection 　　11.2.2　Palpation 　　11.2.3　Auscultation 　　11.2.4　Percussion 11.3　Examine the following: 　　11.3.1　D - Deformity 　　11.3.2　C - Contusion 　　11.3.3　A - Abrasion 　　11.3.4　P – Punctured 　　11.3.5　B – Bleeding and burns 　　11.3.6　T – Tenderness 　　11.3.7　L - Laceration 　　11.3.8　S – Swelling 11.4　For casualty - fall from heights 　　11.4.1 Don't move the casualty 　　11.4.2 Wait for the paramedics 　　11.4.3 Keep the casualty calm and well ventilated
12 Vital signs	12.1　Baseline vital signs 　　12.1.1 Body temperature 　　12.1.2 Pulse rate 　　12.1.3 Respiratory rate 　　12.1.4 Blood pressure 12.2　Assessment of pain 　　12.2.1 Use of pain scale
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

VARIABLE	RANGE
	13.2.6 Environmental condition e.g. slippery, wet floor, lighting, noise, etc.
	13.2.7 Circumstances like tools, equipment, PPE
	13.2.8 Specific injuries of casualty
	13.2.9 Type of treatment given
	13.2.10 Damage equipment if there are tools and equipment involved in the accident
	13.2.11 Determine the sequence
	13.2.12 Events involved in the incident
	13.2.13 Events after the incident
	13.2.14 Analyze
	13.2.15 Recommend
	13.2.16 Name, signature, date and time of the person who wrote the incident report

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations
	1.2 Identified physical hazards of the casualty and minimized immediate risks
	1.3 Assessed and monitored the physical condition of the casualty
	1.4 Responded to emergency using basic life support measures.
	1.5 Provided initial response where First Aid is required
	1.6 Dealt with complex casualties or incident
	1.7 Prepared reports to concerned personnel in a timely manner
2. Resource Implications	The following resources should be provided:
	2.1 Access to relevant work station
	2.2 Relevant institutional policies, guidelines procedure and protocol
	2.3 Equipment and materials relevant to the proposed activities
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with questioning
	3.2 Interview
	3.3 Third Party report
	3.4 Portfolio
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Assessment Center.

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

UNIT CODE : **HHC321204**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate appropriately with patients / clients	1.1 Effective *communication* strategies and techniques are identified and used to achieve best client service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to clients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Management of conflict 1.3 Knowledge on cultural differences of client including rules and policies as necessary 1.4 Roles and responsibilities of self and other workers within the organization 1.5 Knowledge on client issues that need to be referred to an appropriate health professional 1.6 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 1.7 Institutional policy on patient / client rights and responsibilities 1.8 Knowledge on the use mathematical operations such as addition, subtraction, division, multiplication 1.9 Concepts on modes of communication 1.10 Knowledge on the use of equipment 1.11 Knowledge on operating of	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 1.11 Applying problem solving skills that

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		equipment needed for communication (computer, cell phone, and other forms of media)	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 for communication (computer, cell	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-verbal

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		phone, and other forms of media)	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 *Italicized terms* 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
	    5.4.7 Volunteers

VARIABLE	RANGE
	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:
	1.1. Communicated appropriately with clients
	1.2. Handled complaints and resolved conflict, or referred matters to supervisors when required
	1.3. Complied with relevant policies, protocols, guidelines and procedures of the organization
	1.4. Established and maintained good interpersonal relationship with clients
	1.5. Demonstrated courtesy in all interactions with clients, their visitors, and family
2. Resource Implications	The following resources should be provided:
	2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place
	2.2. Relevant government and organizational policy, guidelines, procedures and protocols
	2.3. Any relevant legislation in relation to service delivery
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1. Demonstration with questioning
	3.2. Interview
	3.3. Third party report
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY   **:**   **RECEIVE WHEELCHAIR REFERRAL AND APPOINTMENT**

UNIT CODE   **:**   **HHC321314**

UNIT DESCRIPTOR   **:**   This unit covers the knowledge, skills and attitudes required for the wheelchair technician to properly and systematically receive wheelchair referral and appointment.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Reviews referral form/notes of wheelchair user	1.1 Wheelchair user was received for wheelchair assessment or follow-up in accordance with institutional protocols 1.2 Wheelchair user details in referral form were confirmed in accordance with institutional protocols 1.3 Wheelchair user with wheelchair needing repair services not available in the facility was referred to other repair shops/institutions in accordance with institutional protocols	1.1 Reporting 1.2 Institutional protocol 1.3 Referral procedures 1.4 Referral Forms 1.5 Data Privacy Act 1.6 Heath conditions and disability 1.7 Assessment terminologies 1.8 Prescription terminologies and format 1.9 Wheelchair service provision steps 1.10 Roles and responsibilities of wheelchair service personnel	1.1 Interpersonal skills 1.2 Communication 1.3 Time management skills 1.4 Documentation skills 1.5 Attention to details 1.6 Review referral notes 1.7 Receive wheelchair user with proper courtesy 1.8 Refer wheelchair user to other facilities as needed
2. Schedule wheelchair user for wheelchair assessment, modification, follow up and/or repair	2.1 Urgency of client's condition is checked in accordance with institutional protocols 2.2 Schedule is assigned to the client in accordance with institutional protocols 2.3 Schedule is written in the logbook in accordance with institutional protocols	2.1 Proper scheduling	2.1 Interpersonal skills 2.2 Communication 2.3 Time management skills 2.4 Documentation skills 2.5 Mathematical skills
3. Use the appropriate wheelchair forms	3.1 The appropriate *forms* were secured in accordance with institutional protocols 3.2 Wheelchair user assisted on appropriate way of filling out the forms in accordance with form design 3.3 Completely filled up forms were stored properly in accordance with storage procedures	3.1 Wheelchair Forms	3.1 Interpersonal skills 3.2 Communication 3.3 Time management skills 3.4 Documentation skills 3.5 Mathematical skills 3.6 Properly identify forms 3.7 Assist wheelchair users in filling out forms 3.8 Store forms for future reference

RANGE OF VARIABLES

VARIABLE	RANGE
1. Client	May include: 1.1 Wheelchair user 1.2 Parent of wheelchair user (if user is a minor) 1.3 Caregiver of wheelchair user (if user is a minor) 1.4 Parent of wheelchair user (if user has cognitive impairment) 1.5 Carer of wheelchair user (if user has cognitive impairment)
2. Forms	May include: 2.1 Wheelchair Assessment Referral form (Referral letter from Health Professional) 2.2 Wheelchair Assessment Form 2.3 Wheelchair Prescription (Selection) Form 2.4 Wheelchair Quality Assurance Checklist Form 2.5 Fitting and User Training Checklist Form 2.6 Wheelchair Follow Up Form

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Received the client at the facility 1.2 Logged client's details in the logbook 1.2 Provided the client with a schedule slot 1.3 Completely filled up and stored all forms properly
2. Resource Implications	The following resources should be provided: 2.1 A workplace environment appropriate for the unit of competency 2.2 Facilities, equipment, tools, and materials relevant to the unit of competency 2.3 Institutional workplace standard operating procedures 2.4 Other organizational policies and procedures
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 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	:	ASSIST THE WHEELCHAIR CLINICIAN DURING ASSESSMENT
UNIT CODE	:	HHC321315
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required for the wheelchair technician to assist the wheelchair clinician in user assessment.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assist wheelchair user in transferring from chair to assessment bed/plinth (when applicable)	1.1 Permission was asked before physically assisting the wheelchair user in accordance with institutional protocols 1.2 Transfers were done in accordance with proper *transfer techniques* 1.3 Proper body mechanics was followed at all times in accordance with wheelchair service provision guidelines	1.1 Basic Human Anatomy 1.2 Safe transitions and transfers 1.3 Proper body mechanics	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Following Safety Manual 1.5 Identifying and controlling hazards 1.6 Identify best way to assist wheelchair user in transfers 1.7 Properly assist wheelchair user in transfers 1.8 Observe proper body mechanics
2. Assist wheelchair clinician in documenting needs of wheelchair user	2.1 *Information* needed by the wheelchair clinician was written down on the form in accordance with institutional protocols 2.2 *Health condition* of the wheelchair user was written on the assessment form in accordance with wheelchair service provision guidelines 2.3 Wheelchair user's body measurements measured by the clinician was written down on the assessment form in accordance with institutional protocols	2.1 Basic computation (i.e., addition, subtraction, multiplication and division) 2.2 Appropriate wheelchair prescription 2.3 Basic Anatomy 2.4 Use of documentation equipment (laptop, printer, etc.)	2.1 Interpersonal skills 2.2 Communication skills 2.3 Record-keeping 2.4 Following Safety Manual 2.5 Hazard/risks identification and control 2.6 Basic competency needed to access the internet 2.7 Locate the section of the assessment form where the wheelchair user's body measurements and special considerations will be written as dictated by the clinician down on the assessment form in accordance with institutional protocols

			2.8 Properly document wheelchair user details
			2.9 Properly document wheelchair user's body measurements
3. Assist wheelchair clinician by recording basic body measurements	3.1 The wheelchair user was seated to the most comfortable upright sitting with the minimum support in accordance with wheelchair service provision guidelines 3.2 Appropriate *measurement tool* was used in accordance with institutional protocol 3.3 Appropriate *body measurements* were recorded in accordance with basic wheelchair standards 3.4 Appropriate *additional body measurements* that correspond to the *postural support devices* was done in accordance with client characteristics	3.1 Measuring tool 3.2 Body Measurements 3.3 Wheelchair parts 3.4 Different postural support devices 3.5 Use of Mechanical Lift	3.1 Interpersonal skills 3.2 Communication skills 3.3 Record-keeping 3.4 Safe Manual Handling 3.5 Hazard/risks identification and control 3.6 Ready skills to access industry information 3.7 Basic competency needed to access the internet 3.8 Properly seat wheelchair users 3.9 Properly use measurement tools

RANGE OF VARIABLES

VARIABLE	RANGE
1. Transfer Techniques	May include: 1.1 Independent, standing 1.2 Independent using transfer board or bent pivot 1.3 1-man assist, stand pivot 1.4 1-man assist, bent pivot 1.5 sliding 1.5 2-man assist, lift 1.6 mechanical lift
2. Information	May include: 2.1. Name 2.2. Address 2.3. Sex 2.4. Contact number 2.5. Birthdate 2.6. Age 2.7. Philhealth number 2.8. Persons with Disability Identification Number

3. Health Condition	May include:
	3.1 Spinal Cord Injury
	    3.1.1 Level: High or Low
	    3.1.2 Complete
	3.2 Cerebral Palsy
	    3.2.1 Quadriplegia
	    3.2.2 Diplegia
	    3.2.3 Tetraplegia
	    3.2.4 Spastic
	    3.2.5 Athetoid
	3.3 Stroke
	3.4 Amputation
	    3.4.1 Upper Limb
	    3.4.2 Lower Limb
	3.5 Poliomyelitis
	3.6 Muscular dystrophy
	3.7 Traumatic Brain Injury
	3.8 Chronic Kidney Disease
	3.9 Movement disorder
	3.10 Musculoskelatal conditions
	3.11 Frail and elderly

4. Measurement Tool	May include: 4.1 Metal Tape measure 4.2 Fabric Tape measure 4.3 Meter stick 4.4 Caliper
5. Body Measurement	May include: 5.1 Hip width 5.2 Thigh Length 5.3 Leg Length 5.4 Level of trunk support 5.4.1 Low (level of 12th rib)

	5.4.2 Mid (level of inferior angle of scapula) 5.4.3 High (Level of shoulder)
6. Other Body Measurement	May include 6.1 Chest width 6.2 Back knees to seat bones 6.3 Seat to occiput 6.4 Seat to top of shoulder 6.5 Seat to axilla 6.6 Seat to top of the pelvis (posterior superior iliac spine, PSIS)

7. Postural Support Device	May include:
	7.1 Pelvic support
	    7.1.1 pelvic side pads
	        7.1.1.1 L bracket with pad
	        7.1.1.2 Offset bracket with pad
	    7.1.2 pelvic straps
	    7.1.3 Pre-ischial well
	    7.1.4 Wedge for anterior pelvic tilt
	    7.1.5 Build up for right lateral pelvic tilt
	    7.1.6 Build up for left lateral pelvic tilt
	7.2 Thigh support
	    7.2.1 Inner thigh wedge(s)
	    7.2.2 Outside thigh wedge(s)
	    7.2.3 Knee separator or abductor
	    7.2.4 Lateral thigh pads
	    7.2.5 Thigh straps
	7.3 Trunk support
	    7.3.1 Lateral trunk pads or thoracic side pads
	        7.3.1.1 L bracket with pad
	        7.3.1.2 Offset bracket with pad
	    7.3.2 Chest straps
	        7.3.2.1 Four points
	        7.3.2.1 Six points
	    7.3.3 Build ups
	    7.3.4 Wedges
	    7.3.5 Lumbar support (air bladder)
	7.4 Head support
	    7.4.1 Fixed headrest, flat
	    7.4.2 Fixed headrest, contoured
	    7.4.3 Movable head rest
	    7.4.4 Lateral head support, right
	    7.4.5 Lateral head support, left

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Assisted wheelchair user in transferring from chair to assessment bed/plinth (when applicable) 1.2 Assisted the wheelchair service clinician in documenting wheelchair needs of client 1.3 Measured needed postural support devices
2. Resource Implications	The following resources should be provided: 2.1 A workplace environment appropriate for the unit of competency 2.2 Facilities, equipment, tools, and materials relevant to the unit of competency 2.3 Institutional workplace standard operating procedures 2.4 Other organizational policies and procedure
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 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 : **COORDINATE PROCUREMENT OF THE APPROPRIATE WHEELCHAIR SIZE AND ITS PARTS**

UNIT CODE : **HHC321316**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required for the wheelchair technician to properly and systematically acquire wheelchair parts in preparation for wheelchair assembly.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine wheelchair type and parts needed based on the prescription provided by the clinician	1.1 **Wheelchair parts** needing modification was identified in accordance with institutional protocols 1.2 Availability of the stocks of wheelchair size and its parts was checked in accordance with institutional protocols 1.3 Wheelchair clinician was informed of availability of wheelchair size and its parts needed in accordance with institutional protocols	1.1 Correlation of wheelchair parts vis-à-vis prescription	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Safe Manual Handling 1.5 Hazard/risks identification and control 1.6 Ready skills to access industry information 1.7 Basic competency needed to access the internet 1.8 Properly identify wheelchair parts and modifications 1.9 Apply knowledge on appropriate wheelchair prescription
2. Plot wheelchair assembly/ maintenance and repair schedule	2.1 Work load/Projects assembly/maintenance and repair service timeline was checked in accordance with institutional protocol 2.2 Wheelchair **assembly** schedule plotted in accordance with decking procedure 2.3 Wheelchair **maintenance** schedule plotted in accordance with decking procedure	2.1 Decking procedure 2.2 Wheelchair maintenance schedule	2.1 Interpersonal skills 2.2 Communication 2.3 Time management skills 2.4 Documentation skills 2.5 Mathematical skills 2.6 Appropriately schedule wheelchair users for service delivery
3. Request the appropriate wheelchair size and its parts for its	3.1 Request form was appropriately filled up in accordance with form design 3.2 Acquisition schedule of	3.1 Request Forms 3.2 Wheelchair components 3.3 Materials used for fabrication/	3.1 Interpersonal skills 3.2 Communication skills 3.3 Record-keeping

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
assembly	orders was confirmed in accordance with institutional protocols 3.3 ***Wheelchair and its parts*** were received in accordance with institutional protocols 3.4 Orders were checked for completeness and specification in accordance with order form	modification postural support devices	3.4 Safe Manual Handling 3.5 Hazard/risks identification and control 3.6 Ready skills to access industry information 3.7 Basic competency needed to access the internet 3.8 Properly fill out forms 3.9 Properly coordinate delivery of wheelchair and parts 3.10 Properly screens wheelchair and parts for factory defects
4. Request materials for wheelchair maintenance and repair for procurement	4.1 Request form was appropriately filled up in accordance with form design 4.2 Acquisition schedule of orders was confirmed in accordance with institutional protocols 4.3 ***Materials*** were received in accordance with institutional protocols 4.4 Orders were checked for completeness and functionality in accordance with order form	4.1 Appropriate wheelchair prescription 4.2 Materials	4.1 Interpersonal skills 4.2 Communication skills 4.3 Record-keeping 4.4 Safe Manual Handling 4.5 Hazard/risks identification and control 4.6 Ready skills to access industry information 4.7 Basic competency needed to access the internet 4.8 Properly fill out forms 4.9 Properly coordinate delivery of wheelchairs 4.10 Properly screens parts for factory defects

RANGE OF VARIABLES

VARIABLE	RANGE

1. Wheelchair Parts	May include:
	1.1 Frame
	    1.1.1 Mechanism
	        1.1.1.1 Foldable
	        1.1.1.2 Collapsible
	        1.1.1.3 Fixed (rigid)
	    1.1.2 Base of support
	        1.1.2.1 Short
	        1.1.2.2 Long
	    1.1.3 Seat to floor height
	        1.1.3.1 Low
	        1.1.3.2 Middle
	        1.1.3.3 High
	    1.1.3 Center of gravity
	        1.1.3.1 Standard
	        1.1.3.2 Five hole adjustment
	        1.1.3.3 Seven hole adjustment
	1.2 Rear (back) wheels
	    1.2.1 Pneumatic
	    1.2.2.Solid
	1.3 Caster (front) wheels
	    1.3.1 Diameter
	    1.3.2 Width
	        1.3.2.1 Narrow
	        1.3.2.2 Wide
	1.4 Seat
	    1.4.1. Fixed, Slung
	        1.4.1.1 Padded
	        1.4.1.2 Leather
	    1.4.2 Tension adjustable seat
	1.5 Seat Cushion and cover
	    1.5.1 comfort flat cushion
	    1.5.2 pressure relief cushion
	1.6 Backrest and cover
	    1.6.1 Fixed, Slung
	        1.6.1.1 padded
	        1.6.1.2 Leather
	    1.6.2 Tension adjustable straps
	    1.6.3 Solid backrest with comfort cushion
	1.7 Leg rest
	    1.7.1 Calf Strap
	    1.7.2 Calf pads
	1.8 Foot rest
	    1.8.1 Swivel type (swing away); adjustable height
	    1.8.2 Fixed; adjustable height
	1.9 Arm rest
	    1.9.1 fixed, padded
	    1.9.2 removable, padded
	    1.9.3 flip-up, padded

	1.9.4 sliding backward
	1.9.5 contoured or no armrest
	1.10 Wheelchair lock (brake)
	1.10.1 long lever arm
	1.10.2 short lever arm

2. Materials	May include:
	2.1 Wheelchair Parts
	2.2 Foams
	    2.2.1. Comfort foams
	    2.2.2. Soft chipped foams
	    2.2.3. Firm chipped foams
	2.3 Extra straps
	    2.3.1 Chest straps
	    2.3.2 Thigh straps
	    2.3.3 Ankle straps
	    2.3.4 Foot straps
	    2.3.5 Head straps
	2.4 Fabric
	    2.4.1 cotton stretchy
	    2.4.2 synthetic
	        2.4.2.1 water resistant
	        2.4.2.2 water repellant

3. Tools	May include:
	3.1 Allen wrench/Hex keys
	3.2 Adjustable wrench (range 8-22mm)
	3.3 Combination Wrench
	    3.3.1 Size 8mm
	    3.3.2 Size 10mm
	    3.3.3 Size 13mm
	    3.3.4 Size 19mm
	3.4 Saw
	    3.4.1 Wood
	    3.4.1 Metal
	3.5 Socket Wrench
	3.6 Sockets
	    3.6.1 Size 10mm
	    3.6.2 Size 12mm
	    3.6.3 Size 19mm
	3.7 Drill and Driver
	3.8 Drill bits, 8mm
	    3.8.1 High Speed drill bits
	    3.8.2 Brad point
	3.9. Hand Metal File
	    3.9.1 Flat
	    3.9.2 Round, 5mm
	    3.9.3 Half round
	3.10 Tire pump
	    3.10.1 Tire pump with air pressure gauge
	    3.10.2 Tire pump without air pressure gauge
	3.11 Screwdriver
	    3.11.1 Flat
	    3.11.2 Philips
	3.12. Metal Hacksaw 12" with spare

	3.13. Box cutter with spare blades
	3.14. Carving Knife, 18"/Electric Cutter
	3.15. Heavy Duty scissors
	3.16. Spoke wrench
	3.17. Safety glasses
	3.18. Rubber Mallet, 16 oz
	3.19. Vise grip or locking pliers
	3.20. Heat Gun
	3.21. Rugby

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Accurately confirmed prescription.
	1.2 Scheduled patient according to protocol.
	1.3 Appropriately conducted standard protocol in requesting and acquiring relevant materials.
	1.4 Accounted for tools and equipment for wheelchair assembly and modification
2. Resource Implications	The following resources should be provided:
	2.1 A workplace environment appropriate for the unit of competency
	2.2 Facilities, equipment, tools, and materials relevant to the unit of competency
	2.5 Institutional workplace standard operating procedures
	2.6 Other organizational policies and procedure
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with Questioning
	3.2 Portfolio Assessment
	3.3 Case Analysis
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 WHEELCHAIR ASSEMBLY AND MODIFICATIONS
UNIT CODE	:	HHC321317
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required for the wheelchair technician to assemble wheelchairs and fabricate/install modifications.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Secure the needed wheelchair parts, tools and materials	1.1 The **wheelchair parts, tools and materials** were prepared for wheelchair assembly, fitting and/or adjustment in accordance with institutional protocols 1.2 Safety and functionality of equipment were checked in accordance with manufacturer's instruction and specification 1.3 **Other materials** were secured and arranged on top of the working table in accordance with institutional protocols	1.1 Wheelchair parts, tools and materials for assembly, fitting and adjustment 1.2 Occupational safety measures regarding handling of tools	1.1 Interpersonal skills 1.2 Communication 1.3 Time management skills 1.4 Time record skills 1.5 Reading Skills 1.6 Mathematical skills 1.7 Safe Handling Manual 1.8 Hazard/risks identification and control 1.9 Ability to handle tools/equipment 1.10 Ability to follow correct procedures and instructions 1.11 Proper handling of tools and equipment
2. Follow wheelchair assembly workflow	2.1 Wheelchair parts (including postural support devices) were assembled together based on wheelchair prescription 2.2 The assembled wheelchair was adjusted according to the result of initial wheelchair user fitting 2.3 Excess wheelchair parts were secured for future use in accordance with the institutional protocols 2.4 Quality control was conducted in accordance with institutional protocols	2.1 Materials Science 2.2 Use of tools and equipment 2.3 Wheelchair assembly workflow 2.4 Quality control procedures after wheelchair assembly	2.1 Reading skills 2.2 Safe Handling Manual 2.3 Hazard/risks identification and control 2.4 Ability to handle tools/equipment 2.5 Ability to follow correct procedures and instructions 2.6 Assemble wheelchair properly 2.7 Apply necessary wheelchair adjustments and modifications

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.8 Manage excess materials properly
3. Observe proper aftercare workflow	3.1 Equipment and tools were cleaned and returned to respective storage in accordance with the institutional protocols 3.2 The workspace was cleaned in accordance with to institutional protocols 3.3 Garbage (non-reusable) was segregated and disposed properly in accordance with to institutional protocols 3.4 Materials inventory was conducted to identify low stocks supply	3.1 Proper waste disposal 3.2 Proper aftercare workflow 3.3 Materials Inventory 3.4 Use of components 3.5 Use of tools and equipment	3.1 Reading and symbol recognition skills 3.2 Safe Handling Manual 3.3 Hazard/risks identification and control 3.4 Ability to handle tools/equipment 3.5 Ability to follow correct procedures and instructions 3.6 Interpersonal skills 3.7 Communication skills 3.8 Supply recording 3.9 Properly conduct workplace aftercare 3.10 Properly conduct aftercare of tools and equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Wheelchair Parts	May include: 1.1 Frame: foldable, collapsible or fixed (rigid) 1.2 Rear (back) wheels 1.3 Caster (front) wheels 1.4 Seat cushion and cover 1.5 Backrest and cover 1.6 Leg rest 1.7 Foot rest 1.8 Arm rest 1.9 Push Handle 1.10 Leg rest 1.11 Wheelchair lock (brake)

2. Postural Support Devices	May include:
	2.1 Pelvic support
	      2.1.1 pelvic side pads
	      2.1.2 pelvic straps
	      2.1.3 Pre-ischial well
	      2.1.4 Wedge for anterior pelvic tilt
	      2.1.5 Build up for right lateral pelvic tilt
	      2.1.6 Build up for left lateral pelvic tilt
	2.2 Thigh support
	      2.2.1 Inner thigh wedge(s)
	      2.2.2 Outside thigh wedge(s)
	      2.2.3 Knee separator or abductor
	      2.2.4 Lateral thigh pads
	      2.2.5 Thigh straps
	2.3 Trunk support
	      2.3.1 Lateral trunk pads or thoracic side pads
	      2.3.2 Chest straps
	      2.3.3 Shoulder straps
	      2.3.4 Build ups
	      2.3.5 Wedges
	      2.3.6 Lumbar support (air bladder)
	2.4 Head support
	      2.4.1 Fixed headrest, flat
	      2.4.2 Fixed headrest, contoured
	      2.4.3 Movable head rest
	      2.4.4 Lateral head support, right
	      2.4.5 Lateral head support, left
	2.5 Foot Support
	      2.5.1 Foot straps
	      2.5.2 Foot wedge
	      2.5.3 Foot blocks
	      2.5.4 Ankle straps

3. Tools	May include: 3.1 Hex keys 3.2 Monkey wrench 3.3 Tire pump 3.4 Screw driver

	3.5 Tape measure

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Secured the needed wheelchair parts and tools materials 1.2 Observed proper workflow during actual wheelchair service (initial assembly) 1.3 Observed proper aftercare workflow
2. Resource Implications	The following resources should be provided: 2.1 A workplace environment appropriate for the unit of competency 2.2 Facilities, equipment, tools, and materials relevant to the unit of competency 2.3 Institutional workplace standard operating procedures 2.4 Other organizational policies and procedures
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 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 : **ASSIST THE WHEELCHAIR CLINICIAN IN WHEELCHAIR CHECKOUT AND FITTING**

UNIT CODE : **HHC321318**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required for the wheelchair technician to assist the wheelchair service clinician in client assessment.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assist wheelchair user in transferring from chair to assessment bed/plinth (when applicable)	1.1 Permission was asked before physically assisting the wheelchair user in accordance with institutional protocols 1.2 Transfers were done in accordance with proper ***transfer techniques*** 1.3 Proper body mechanics was followed at all times in accordance with institutional protocols	1.1 Safe transitions and transfers 1.2 Proper body mechanics	1.1 Interpersonal skills 1.2 Communication skills 1.3 Record-keeping 1.4 Safe Manual Handling 1.5 Hazard/risks identification and control 1.6 Ready skills to access industry information 1.7 Basic competency needed to access the internet 1.8 Identify best way to assist wheelchair user in transfers 1.9 Properly assist wheelchair user in transfers 1.10 Observe proper body mechanics
2. Assist wheelchair clinician in documenting additional wheelchair needs of wheelchair user	2.1 Important ***information*** needed by the wheelchair clinician was written down on the form in accordance with institutional protocols 2.2 Feedback was elicited from the wheelchair user regarding fit of the wheelchair in accordance with institutional protocol 2.3 Measurements and special considerations relayed by wheelchair clinician was written down on the assessment form in accordance with institutional protocols	2.1 Specific Documentation Procedure	2.1 Interpersonal skills 2.2 Communication skills 2.3 Record-keeping 2.4 Safe Manual Handling 2.5 Hazard/risks identification and control 2.6 Ready skills to access industry information 2.7 Basic competency needed to access the internet 2.8 Properly document procedures
3. Adjust needed postural	3.1 The wheelchair user was seated properly in	3.1 Postural Support Devices	3.1 Interpersonal skills 3.2 Communication

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
support devices as directed by the wheelchair clinician	accordance with the prescription 3.2 Feedback was elicited from the wheelchair user regarding comfort of the postural support devices in accordance with the initial fitting 3.3 Appropriate adjustment of ***postural support devices*** was done in accordance with the wheelchair user's feedback	3.2 Use of different postural support devices	skills 3.3 Record-keeping 3.4 Safe Manual Handling 3.5 Hazard/risks identification and control 3.6 Apply necessary wheelchair adjustments and modifications 3.7 Manage excess materials properly

RANGE OF VARIABLES

VARIABLE	RANGE

1. Transfer Techniques	May include:
	  1.1 Independent
	        1.1.1 Standing
	        1.1.2 Using transfer board
	        1.1.3 Bent pivot
	  1.2 One (1) - man assist
	        1.2.1 Stand pivot
	        1.2.2 Bent pivot
	  1.3 Two (2) - man assist, lift
	  1.4 Mechanical lift

2. Postural Support Device	May include:
	  2.1 Lateral trunk pads or thoracic side pads
	  2.2 Pelvic side pads
	  2.3 Knee separator
	  2.4 Pelvic straps or seat belt
	  2.5 Build ups
	  2.6 Wedges

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	  1.1 Assisted wheelchair user in transferring from chair to assessment bed/plinth
	  1.2 Assisted the wheelchair service clinician in documenting additional wheelchair needs of client
	  1.3 Adjusted needed Postural Support Devices

2. Resource Implications	The following resources should be provided:
	  2.1 A workplace environment appropriate for the unit of competency
	  2.2 Facilities, equipment, tools, and materials relevant to the unit of competency
	  2.3 Institutional workplace standard operating procedures
	  2.4 Other organizational policies and procedures

3. Methods of Assessment	Competency in this unit must be assessed through:
	  3.1 Demonstration with questioning
	  3.2 Observation with questioning
	  3.3 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 : **ASSIST WHEELCHAIR CLINICIAN IN USER TRAINING**

UNIT CODE : **HHC321319**

UNIT DESCRIPTOR : This unit covers the knowledge and skills required to perform user training.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Instill wheelchair safety practices to the client	1.1 Safety protocol were explained, modeled and implemented in accordance with the standard of practice 1.2 *Potential risk*s were identified and acted upon to prevent or minimize the risk 1.3 *Hazards* and potential hazards in the environment were identified and clients are informed accordingly	1.1 Safety protocol 1.2 Identification of risks and hazards	1.1 Communication skills which includes verbal and non-verbal 1.2 Interpersonal skills 1.3 Ability to instruct wheelchair safety skills 1.4 Properly instructs wheelchair safety 1.5 Identify and control hazards
2. Correlate wheelchair user training to wheelchair parts and modifications	2.1 *Wheelchair handling* was explained according to guidelines 2.2 Prevention of *pressure sore* was explained according to guidelines 2.3 *Transfer techniques* were explained and demonstrated according to the guidelines	2.1 Pressure sores 2.2 Guidelines in performing transfer techniques 2.3 Various wheelchair mobility techniques 2.4 Proper care of Wheelchair components and parts	2.1 Communication skills which includes verbal and non-verbal 2.2 Interpersonal skills 2.3 Ability to instruct wheelchair safety skills 2.4 Properly instructs wheelchair user training 2.5 Properly instructs pressure sore precautions 2.6 Identify and control hazards
3. Assist wheelchair clinician in mobility training for wheelchair user focusing on the technical aspect	3.1 Mobility training was facilitated according to the wheelchair specification and guidelines 3.2 *Rules for safe practice* during mobility training were explained, modeled and implemented according to the institutions protocol 3.3 Conditions and/or mechanics of wheelchair parts were monitored in accordance with	3.1 Wheelchair user training guidelines	3.1 Communication skills which includes verbal and non-verbal 3.2 Interpersonal skills 3.3 Ability to instruct wheelchair safety skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	established procedures 3.4 Wheelchair clinician was informed about the effects of daily mobility on the wheelchair parts		

RANGE OF VARIABLES

RANGE	VARIABLES
1. Potential Risk	May Include: 1.1 Falls 1.2 Injury and Accidents 1.3 Pressure sore 1.4 Wheelchair Damage 1.5 Head trauma 1.6 Spinal cord injury
2. Hazards	May Include: 2.1 Different surfaces 2.2 The use of wheelchair in outdoor conditions 2.3 Worn out parts of the wheelchair 2.4 Weather conditions
3. Wheelchair Handling	May include: 3.1 Proper care of wheelchair during travel 3.2 Proper Storing
4. Pressure Sore	May include: 4.1 Risk factors in developing pressure sore 4.2 Prevention of pressure sores 4.3 Proper treatment of pressure sores 4.4 Referral to medical or surgical specialist
5. Transfer Techniques	May include: 5.1 Mechanical lifts 5.2 Sliding board transfers 5.3 Stand pivot 5.3 Two-man lift 5.4 Three-man lift
6. Wheelchair Mobility	May include: 6.1 Wheelchair propulsion, forward and backward and turning 6.2 Ascending and Descending stairs 6.3 Ascending and Descending inclined 6.4 Partial wheelie 6.5 Wheelie
7. Legal Requirements	May include: 7.1 Accessibility Law (BP 344)
8. Rules for Safety Practice	May include: 8.1 Ratio of wheelchair technician to client 8.2 Demonstration and return demonstration of various wheelchair mobility and techniques.

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Provided a safe environment for wheelchair users to conduct user training
	1.2 Ensured safety protocols are placed before the start of the user training
	1.3 Provided assistance on
	    1.3.1 wheelchair handling
	    1.3.2 pressure sore prevention
	    1.3.3 transfer techniques
	    1.3.4 assistance on wheelchair mobility training skills

2. Resource Implications	The following resources should be provided 2.1 Wheelchairs 2.2 User training manuals 2.3 Wheelchair manufacturers manual and related reference materials 2.4 Wheelchair mobility training laboratory (ramps, staircase, roundabouts, incline, different road surfaces)
3. Methods of Assessment	Competency of this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Written exam
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 MAINTENANCE AND REPAIR ON WHEELCHAIRS**

UNIT CODE : **HHC321320**

UNIT DESCRIPTOR : This unit covers the knowledge and skills required to perform wheelchair maintenance and repair, not including welding, upholstery, and carpentry.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow up on the wheelchair user and the wheelchair	1.1 *Tires* were checked for pneumatic pressure, tire splits, cracks, bulging or loss of threads breaks in accordance with the wheelchair type 1.2 *Wheel attachment* was checked in accordance with the wheelchair type 1.3 *Rear wheels* were checked for its alignment and in accordance with the wheelchair type 1.4 *Castor wheels* were checked for its alignment, no hair, fluff or grit and castor forks run free and are not bent and in accordance with the wheelchair type. 1.5 All *bearings, nut and bolts* were ensured complete and secured and in accordance with the wheelchair type 1.6 *Armrest / side guards* are checked, locked and securely in place and in accordance with the wheelchair type 1.7 *Footrest* was checked and placed securely and in accordance with the wheelchair type 1.8 *Wheelchair frame* was checked and in accordance with the wheelchair type 1.9 *Brakes* are checked if it can be locked or has any worn-out parts and in	1.1 Concept of a well-maintained wheelchair 1.2 Wheelchair maintenance protocol	1.1 Accessing, interpreting and applying technical information 1.2 Using relevant tools and equipment 1.3 Applying personal safety procedure 1.4 Maintaining orderliness and cleanliness 1.5 Maintaining clients record 1.6 Properly checks wheelchair parts for damage 1.7 Properly repairs wheelchair parts 1.8 Properly replace parts in need of replacement

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with the wheelchair type 1.10 **Upholstery and fabrics** are checked for wear and tear and in accordance with the wheelchair type 1.11 **Cushions** are checked for any worn out parts and in accordance with the wheelchair type		
2. Repair wheelchair parts or replaces defective wheelchair parts	2.1 **Tires** were repaired or replaced for any tire splits, cracks, bulging or loss of threads breaks in accordance with the wheelchair type 2.2 **Rear wheels** were repaired for its alignment in accordance with the wheelchair type 2.3 Bent or maligned **spokes** were replaced in accordance with the wheelchair type 2.4 **Castor wheels** were replaced in accordance with the wheelchair type 2.5 **Bearings, nut and bolts** were tightened or replaced in accordance with the wheelchair type 2.6 **Armrest / mudguard** were replaced in accordance with the wheelchair type 2.7 **Footrest lock** was repaired in accordance with the wheelchair type 2.8 **Frames** were repaired for cracks, splits and large dents in accordance with the wheelchair type 2.9 Worn-out **brakes** were replaced in accordance with the wheelchair type 2.10 Worn out **upholstery** was replaced in accordance with the wheelchair type	2.1 Wheelchair repair protocols	2.1 Accessing, interpreting and applying technical information 2.2 Using relevant tools and equipment 2.3 Applying personal safety procedure 2.4 Maintaining orderliness and cleanliness 2.5 Maintaining clients record 2.6 Properly checks wheelchair parts for damage 2.7 Properly repairs wheelchair parts 2.8 Properly replace parts in need of replacement

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.11 Worn out **seat cushion** was replaced in accordance with the wheelchair type		
3. Conduct final quality check on completed work	3.1 Wheelchair service provision was checked for compliance with manufacturer, institution and wheelchair user specification 3.2 **Product quality was assured** according to manufacturer, institution and wheelchair user specification 3.3 Documentation was performed in accordance to the institution's quality procedure	3.1 Quality control for wheelchair maintenance and repair	3.1 Communication skills which includes verbal and non-verbal 3.2 Writing skills 3.3 Interpersonal skills 3.4 Accessing, interpreting and applying technical information 3.5 Using relevant tools and equipment 3.6 Applying personal safety procedure 3.7 Maintaining orderliness and cleanliness 3.8 Maintaining clients record 3.9 Properly conduct quality control check

RANGE OF VARIABLES

RANGE	VARIABLES
1. Tire	May Include: 1.1 air filled 1.2 solid 1.3 foam filled
2. Cushion	May Include: 2.1 Foam 2.2 Gel 2.3 Air Flotation 2.4 Urethane honeycomb
3. Quality Problem	May include: 3.1 wheelchair requiring rework 3.2 wheelchair which does not meet wheelchair user's requirements 3.3 wheelchair factory defect 3.3 unavailability of wheelchair parts

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Ensured safety protocols are placed before the start of the maintenance and repair 1.2. Provided wheelchair maintenance and repair on tires 1.3. Provided wheelchair maintenance and repair on rear wheels 1.4. Provided wheelchair maintenance and repair on castor wheels 1.5. Provided wheelchair maintenance and repair on bearings 1.6. Provided wheelchair maintenance and repair on armrest / mudguard 1.7. Provided wheelchair maintenance and repair on footrest 1.8. Provided wheelchair maintenance and repair on frames 1.9. Provided wheelchair maintenance and repair on brakes 1.10. Provided wheelchair maintenance and repair on upholstery 1.11. Provided wheelchair maintenance and repair on cushion 1.12. Conducted final quality checks on completed work order 1.13. Reported on the quality of processes and work outcomes
2. Resource Implications	The following resources should be provided 2.1. Wheelchairs 2.2. User training manuals 2.3. Wheelchair manufacturers manual and related reference materials 2.4. Materials and equipment relevant to the activity
3. Methods of Assessment	Competency of this unit may be assessed through 3.1 Direct observation while tasks are being performed 3.2 Questions/ Interview 3.3 Written Evaluation
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** (**WHEELCHAIR) 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 (WHEELCHAIR)**   **NC Level:**   **NC II**

Nominal Training Duration:

37	hours	Basic Competencies
112	hours	Common Competencies
106	hours	Core Competencies
255	**hours**	
480	hours	Supervised Industry Learning (SIL) (40 hours / week x 12 weeks and consider the number of devices to be fabricated)
735	**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 receiving wheelchair referral and appointment, assisting the wheelchair clinician in assessment, coordinating procurement of the appropriate wheelchair size and its parts, assembling and modifying wheelchair, assisting wheelchair clinician in wheelchair checkout and fitting, assisting wheelchair clinician in user training and conducting maintenance and repairs on wheelchair. 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 achieved.

BASIC COMPETENCIES
(37 HOURS)

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

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

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

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

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

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

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

	2.2 Identify one's role and responsibility within team	• Role play :
		  ○ individual role and responsibility
		• Role Play
		  ○ Understanding Individual differences
		• Discussion on gender sensitivity
			• Role Play
			• Lecture/ Discussion
				• 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	• Participate in group planning activities • Role play : Communication protocols • Participate in the discussion of standard work procedures and practices	• Group work • Role Play • Lecture/ Discussion	• Role Play • Written Test	1 hour
3. Solve/address routine problems	3.1 Identify routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Analyze routine/procedural problems	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.2 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.3 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• 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	• 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	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.2 Develop reflective practice	• Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy • Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate self-acceptance and being able to accept challenges			
	4.3 Boost self-confidence and develop self-regulation	• Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc. • Determine strengths and weaknesses	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	• Identify different roles of individuals in contributing to doing things better in the workplace • 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	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance • Standardized assessment of character strengths and virtues applied	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Discuss and develop ideas with others	• Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
	5.3 Integrate ideas for change in the workplace	• Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings • Demonstrate basic skills in data analysis	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of	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	• Lecture and discussion on:
		  - Organisational protocols
		  - Confidentiality and accuracy
		  - Business mathematics and statistics
		  - Legislation, policy and procedures relating to the conduct of evaluations
		• Reviewing data/ information
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 hours

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

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

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

	7.2 Prepare OSH requirements for compliance	• Identification of required safety materials, tools and equipment • Handling of safety control resources	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				• Interviews / Questioning	
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	• Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	2 hours

8. Exercise efficient and effective sustainable practices in the workplace	8.1 Identify the efficiency and effectiveness of resource utilization	• Identify the processes on environmental policies
		• Relate the necessary skills in response to changing environmental policies needs
		  - Waste Management Skills
		  - Conservation of Energy in workplace
			• Lecture
			• Group Discussion
			• Simulation
			• Demonstration
				• Written Exam
				• Demonstration
				• Observation
				• Interviews /
				• Questioning
					1 hour

	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	• Discussion of environmental protection and resource efficiency targets • Analysis on the relevant work procedure	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	8.3 Convey inefficient and ineffective environmental practices	• Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing environment awareness	• Lecture • Group Discussion • Role Play • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
9. Practice entrepreneurial skills in the workplace	9.1 Apply entrepreneurial workplace best practices	• Case studies on best entrepreneurial practices • Discussion on quality procedures and practices • Case studies on cost consciousness in resource utilization	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	1 hour
	9.2 Communicate entrepreneurial	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• 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	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• 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	• Lecture and discussion on: - Use of personal protective equipment (PPE) - Transmission of infectious diseases - Concepts and modes of communication - Communication equipment (computer, telephone, cell phone etc.) - OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures - Respecting for patient / client rights - Literacy levels and communication skills of work group members and consequent suitable communication techniques • Demonstrate proper use of personal protective equipment (PPE) • Demonstrate proper hand washing (WHO Standard) • Apply Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) • Demonstrate use of disinfectant • Apply social distancing • Demonstrate operating equipment for communication • Apply effective communicating and interpersonal skills including: - language competence - literacy and reading competence - negotiating Skills	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Respond effectively to difficult/ challenging behavior (24 hours)	2.1 Plan responses	• Lecture and discussion on: - Concepts and modes of communication - Environmental and institutional, rules, guidelines, policies and procedures - Issues relating to difficult and challenging behavior - Patient / client issues which need to be referred to an appropriate health professional - Policies and rules of health professionals involved with the care of patient / client - Literacy levels and communication skills of work group members and consequent suitable communication techniques - Modes of verbal, non-verbal, and written communication • Apply thinking and responding quickly and strategically • Remain alert to potential incidents of difficult or challenging behavior • Demonstrate working with others and display empathy with patient / client and relatives • Apply intra and interpersonal skills • Demonstrate reporting and documentation with accuracy	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration	• Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning	12 hours
	2.2 Apply response	• Lecture and discussion on: - Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior • Apply thinking and responding quickly and strategically	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning	• Written test (online / face to face) • Interview • Portfolio assessment • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• 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	• Video Presentation (offline / face to face) • Demonstration • Role play	• Demonstration with questioning	
	2.3 Report and review incidents	• Lecture and discussion about the concepts of incident reports and documentations • Outline organizational policies in reporting and reviewing workplace incidents • Make use of questioning and debriefing techniques • Demonstrate appropriate incident reporting and documenting in the workplace	• Lecture • Demonstration	• Written test • Demonstration	4 hours
3. Apply basic first aid (24 hours)	3.1 Assess the situation	• Discuss and explain basic anatomy and physiology (parts of the human body) • Classify the mode of communication in an assessing the situation • Discuss and explain first aid principles • 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	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Identify the mode of communication • Make use of appropriate modes of communication • Demonstrate resuscitation skills • Utilize operating equipment as required for the assessment of patient / client • Apply safe manual handling of casualty • Adapt OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures • Reporting preparation • Make use of intra and Interpersonal skills • Demonstrate appropriate incident reporting and documenting			
	3.2 Apply basic first aid techniques	• 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	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate appropriate incident reporting and documenting			
	3.3 Communicate details of the incident	• Lecture and discussion about concepts of communication in an accident/incident situation • Read and explain the use of equipment for communication (computer, cellphone, radio, network, etc.) • Classify the mode of communication in an accident/incident situation • Select appropriate tools, supplies and equipment in communication • Make use of intra and interpersonal skills • Demonstrate appropriate communication skills reporting and documenting	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	4 hours

| 4. Maintain high standards of patient / client services

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

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

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

CORE COMPETENCIES
(106 HOURS)

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

1. Receive wheelchair referral and appointment (9 hours)	1.1 Review referral form/notes of wheelchair user	• Lecture and discussion on the following topics:
		  - Institutional protocol
		  - Referral procedures
		  - Referral Forms
		  - Data Privacy Act
		  - Heath conditions and disability
		  - Assessment terminologies
		  - Prescription terminologies and format
		  - Wheelchair service provision steps
		  - Roles and responsibilities of wheelchair service personnel
		• Receive wheelchair user for wheelchair assessment or follow-up in accordance with institutional protocols
		• Confirm wheelchair user details in referral form in accordance with institutional protocols
		• Refer wheelchair user with wheelchair needing repair services not available in the facility to other repair shops/institutions in accordance with institutional protocols
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate time management skills
		• Demonstrate documentation skills
		• Demonstrate attention to details
			• Discussion
			• Demonstration
			• Lecture
			• Online Learning
				• Demonstration with questioning
				• Observation with questioning
				• Interview
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.2 Schedule wheelchair user for wheelchair assessment, modification, follow up and/or repair	• Lecture and discussion on the following topics: - Proper scheduling • Check urgency of client's condition in accordance with institutional protocols • Assign schedule to the client in accordance with institutional protocols • Write schedule in the logbook in accordance with institutional protocols • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate time management skills • Demonstrate documentation skills • Demonstrate attention to details • Demonstrate mathematical skills	• Discussion • Demonstration • Lecture • Online learning	• Demonstration with questioning • Observation with questioning • Interview	3 hours
	1.3 Use the appropriate wheelchair forms	• Lecture and discussion on the following topics: - Wheelchair Forms • Secure the appropriate *forms* in accordance with institutional protocols • Assist wheelchair user on appropriate way of filling out the forms in accordance with form design • Fill-up completely the forms and stored properly in accordance with storage procedures • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate time management skills • Demonstrate documentation skills • Demonstrate attention to details • Demonstrate mathematical skills	• Discussion • Demonstration • Lecture • Online learning	• Demonstration with questioning • Observation with questioning • Interview	4 hours

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

2. Assist the wheelchair clinician during assessment (22 hours)	2.1 Assist wheelchair user in transferring from chair to assessment bed/plinth (when applicable)	• Lecture and discussion on the following topics:
		  - Basic Human Anatomy
		  - Safe transfers techniques
		  - Proper body mechanics
		• Ask permission before physically assisting the wheelchair user in accordance with institutional protocols
		• Transfer wheelchair user in accordance with proper transfer techniques.
		• Follow proper body mechanics at all times in accordance with institutional protocols
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Identify and control hazards
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with questioning
				• Observation with questioning
				• Interview
					10 hours

	2.2 Assist wheelchair clinician in documenting needs of wheelchair user	• Lecture and discussion on the following topics:
		  - Basic computation
		  - Appropriate wheelchair prescription
		  - Basic Anatomy
		  - Use of documentation equipment (laptop, printer, etc.)
		• Write down information needed by the wheelchair clinician on the form in accordance with institutional protocols
		• Write down health condition of the wheelchair user on the assessment form in accordance with institutional protocols
		• Write down wheelchair user's body measurements measured by the clinician on the assessment form in accordance with institutional protocols
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with questioning
				• Observation with questioning
				• Interview
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet			

	2.3 Assist wheelchair clinician by recording basic body measurements	• Lecture and discussion on the following topics:
		  - Measuring tool
		  - Body Measurements
		  - Wheelchair parts
		  - Different postural support devices
		  - Use of Mechanical Lift
		• Seat the wheelchair user to the most comfortable upright sitting with the minimum support in accordance with institutional protocol
		• Use appropriate measurement tool in accordance with institutional protocol
		• Record appropriate body measurements in accordance with basic wheelchair standards
		• Perform appropriate additional body measurements that correspond to the postural support devices in accordance with client characteristics
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Demonstrate hazard/risks identification and control
		• Demonstrate basic competency needed to access the internet
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with questioning
				• Observation with questioning
				• Interview
					10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Coordinate procurement of the appropriate wheelchair size and its parts (16 hours)	3.1 Determine wheelchair type and parts needed based on the prescription provided by the clinician	• Lecture and discussion on the following topics: - Wheelchair parts • Identify wheelchair needing modification in accordance with institutional protocols • Check availability of the stocks of wheelchair size and its parts in accordance with institutional protocols • Inform wheelchair clinician of availability of wheelchair size and its parts needed in accordance with institutional protocols • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet	• Discussion • Demonstration • Lecture • Blended learning	• Demonstration with Questioning • Portfolio Assessment • Case Analysis	10 hours

	3.2 Plot wheelchair assembly/maintenance and repair schedule	• Lecture and discussion on the following topics:
		  - Decking procedure
		  - Wheelchair maintenance schedule
		• Check work load/projects assembly/maintenance and repair service timeline in accordance with institutional protocol
		• Plot wheelchair assembly schedule in accordance with decking procedure
		• Plot wheelchair maintenance schedule in accordance with decking procedure
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Demonstrate hazard/risks identification and
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with Questioning
				• Portfolio Assessment
				• Case Analysis
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		control • Demonstrate basic competency needed to access the internet			
	3.3 Request the appropriate wheelchair size and its parts for its assembly	• Lecture and discussion on the following topics: - Request Forms - Wheelchair components - Materials used for fabrication/modification postural support devices • Fill-up request form was appropriately in accordance with form design • Confirm acquisition schedule of orders in accordance with institutional protocols • Receive wheelchair and its parts in accordance with institutional protocols • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet	• Discussion • Demonstration • Lecture • Blended learning	• Demonstration with Questioning • Portfolio Assessment • Case Analysis	2 hours
	3.4 Request materials for wheelchair maintenance and repair for procurement	• Lecture and discussion on the following topics: - Appropriate wheelchair prescription materials • Fill-up request form was appropriately in accordance with form design • Confirm acquisition schedule of orders in accordance with institutional protocols • Receive materials in accordance with institutional protocols • Check orders for completeness and functionality in accordance with order form • Demonstrate interpersonal skills	• Discussion • Demonstration • Lecture • Blended learning	• Demonstration with Questioning • Portfolio Assessment • Case Analysis	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet			

4. Perform wheelchair assembly and modifications (18 hours)	4.1 Secure the needed wheelchair parts, tools and materials	• Lecture and discussion on the following topics:
		  - Wheelchair parts, tools and materials for assembly, fitting and adjustment
		  - Occupational safety measures regarding handling of tools
		• Prepare the wheelchair parts, tools and materials for wheelchair assembly, fitting and/or adjustment in accordance with institutional protocols
		• Safety and functionality of equipment were checked in accordance with manufacturer's instruction and specification
		• Other materials were secured and arranged on top of the working table in accordance with institutional protocols
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Demonstrate hazard/risks identification and control
		• Demonstrate basic competency needed to access the internet
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with Questioning
				• Portfolio Assessment
				• Case Analysis
					8 hours

	4.2 Follow wheelchair assembly workflow	• Lecture and discussion on the following topics:
		  - Materials Science
		  - Use of tools and equipment
		  - Wheelchair assembly workflow
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with Questioning
				• Portfolio Assessment
					8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Quality control procedures after wheelchair assembly • Assemble wheelchair parts (including postural support devices) together based on wheelchair prescription • Adjust the assembled wheelchair according to the result of initial wheelchair user fitting. • Secure excess wheelchair parts for future use in accordance with the institutional protocols. • Conduct quality control was in accordance with institutional protocols • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet		• Case Analysis	

	4.3 Observe proper aftercare workflow	• Lecture and discussion on the following topics:
		  - Proper waste disposal
		  - Proper aftercare workflow
		  - Materials Inventory
		  - Use of components
		  - Use of tools and equipment
		• Clean equipment and tools and return to respective storage in accordance with the institutional protocols
		• Clean the workspace in accordance with to institutional protocols
		• Segregate and dispose garbage (non-reusable) properly in accordance with to institutional protocols
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with Questioning
				• Portfolio Assessment
				• Case Analysis
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Conduct materials inventory to identify low stocks supply • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet			

5. Assist the wheelchair clinician in wheelchair checkout and fitting (8 hours)	5.1 Assist wheelchair user in transferring from chair to assessment bed/plinth (when applicable)	• Lecture and discussion on the following topics:
		  - Safe transitions and transfers
		  - Proper body mechanics
		• Ask permission before physically assisting the wheelchair user in accordance with institutional protocols
		• Perform transfers in accordance with proper transfer techniques.
		• Follow proper body mechanics at all times in accordance with institutional protocols
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Demonstrate hazard/risks identification and control
		• Demonstrate basic competency needed to access the internet
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Demonstrate hazard/risks identification and control
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with Questioning
				• Portfolio Assessment
				• Case Analysis
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate basic competency needed to access the internet			
	5.2 Assist wheelchair clinician in documenting additional wheelchair needs of wheelchair user	• Lecture and discussion on the following topics: - Specific Documentation Procedure • Write down Important information needed by the wheelchair clinician on the form in accordance with institutional protocols • Elicit feedback from the wheelchair user regarding fit of the wheelchair in accordance with institutional protocol • Write down measurements and special considerations relayed by wheelchair clinician on the assessment form in accordance with institutional protocols • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet	• Discussion • Demonstration • Lecture • Blended learning	• Demonstration with questioning • Observation with questioning • Interview	2 hours

	5.3 Adjust needed postural support devices as directed by the wheelchair clinician	• Lecture and discussion on the following topics:
		  - Postural Support Devices
		  - Use of different postural support devices
		• Seat the wheelchair user properly in accordance with the prescription
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with questioning
				• Observation with questioning
				• Interview
					4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Elicit feedback from the wheelchair user regarding comfort of the postural support devices in accordance with the initial fitting • Perform appropriate adjustment of postural support devices in accordance with the wheelchair user's feedback • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet			

6. Assists wheelchair clinician in user training (20 hours)	6.1 Instill wheelchair safety practices to the client	• Lecture and discussion on the following topics:
		   - Safety protocol
		   - Identification of risks and hazards
		 • Explain, model and implement safety protocol in accordance with the standard of practice
		 • Identify and act upon potential risks to prevent or minimize the risk
		 • Identify hazards and potential hazards in the environment and inform clients accordingly
		 • Demonstrate hazard/risks identification and control
		 • Demonstrate basic competency needed to access the internet
		 • Demonstrate interpersonal skills
		 • Demonstrate communication skills
		 • Demonstrate record-keeping skills
			• Discussion
			 • Demonstration
			 • Lecture
			 • Blended learning
				• Demonstration with questioning
				 • Interview
				 • Written Test
					4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet			

	6.2 Correlate wheelchair user training to wheelchair parts and modifications	• Lecture and discussion on the following topics:
		  - Pressure sores
		  - Guidelines in performing transfer techniques
		  - Various wheelchair mobility techniques
		  - Proper care of Wheelchair components and parts
		• Explain wheelchair handling according to guidelines.
		• Explain prevention of pressure sore according to guidelines
		• Explain and demonstrate transfer techniques according to the guidelines
		• Demonstrate hazard/risks identification and control
		• Demonstrate basic competency needed to access the internet
		• Demonstrate interpersonal skills
		• Demonstrate communication skills
		• Demonstrate record-keeping skills
		• Follow safety manual
		• Demonstrate hazard/risks identification and control
		• Demonstrate basic competency needed to access the internet
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Demonstration with questioning
				• Interview
				• Written Test
					8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.3 Assist wheelchair clinician in mobility training for wheelchair user focusing on the technical aspect	• Lecture and discussion on the following topics: - Wheelchair User training guidelines • Facilitate mobility training according to the wheelchair specification and guidelines • Explain, model and implement rules for safe practice during mobility training according to the institutions protocol • Perform close monitoring of the wheelchair user in accordance with established procedures • Inform wheelchair clinician about the effects of daily mobility on the wheelchair parts • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet	• Discussion • Demonstration • Lecture • Blended learning	• Demonstration with questioning • Interview • Written Test	8 hours

7. Perform maintenance and repair on wheelchairs (13 hours)	7.1 Follow up on the wheelchair user and the wheelchair	• Lecture and discussion on the following topics:
		  - Concept of a well-maintained wheelchair
		  - Wheelchair maintenance protocol
		• Check tires for pneumatic pressure, tire splits, cracks, bulging or loss of threads breaks in accordance with the wheelchair type
		• Check wheel attachment in accordance with the wheelchair type
		• Check rear wheels for its alignment and in accordance with the wheelchair type
			• Discussion
			• Demonstration
			• Lecture
			• Blended learning
				• Direct observation while tasks are being performed
				• Questions/ Interview
				• Written Evaluation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Check castor wheels for its alignment, no hair, fluff or grit and castor forks run free and are not bent and in accordance with the wheelchair type • Ensure all bearings, nut and bolts complete and secure and in accordance with the wheelchair type • Check, lock and secure armrest / side guards in place and in accordance with the wheelchair type • Check and securely place footrest and in accordance with the wheelchair type • Check wheelchair frame and in accordance with the wheelchair type • Check brakes if it can be locked or has any worn-out parts and in accordance with the wheelchair type • Check upholstery and fabrics for wear and tear and in accordance with the wheelchair type • Check cushions for any worn out parts and in accordance with the wheelchair type • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.2 Repair wheelchair parts or replaces defective wheelchair parts	• Lecture and discussion on the following topics: - Wheelchair repair protocols • Repair or replace tires for any tire splits, cracks, bulging or loss of threads breaks and in accordance with the wheelchair type • Repair rear wheels for its alignment and in accordance with the wheelchair type. • Replace bent or maligned spokes and in accordance with the wheelchair type • Replace castor wheels and in accordance with the wheelchair type. • Tighten or replace bearings, nut and bolts and in accordance with the wheelchair type. • Replace armrest / mudguard and in accordance with the wheelchair type. • Repair footrest lock and in accordance with the wheelchair type • Repair frames for cracks, splits and large dents and in accordance with the wheelchair type. • Replace worn-out brakes and in accordance with the wheelchair type • Replace worn out upholstery and in accordance with the wheelchair type • Replace worn out seat cushion and in accordance with the wheelchair type • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and	• Discussion • Demonstration • Lecture • Blended learning	• Direct observation while tasks are being performed • Questions/ Interview • Written Evaluation	7 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		control • Demonstrate basic competency needed to access the internet			
	7.3 Conduct final quality check on completed work	• Lecture and discussion on the following topics: - Quality control for Wheelchair maintenance and repair • Check wheelchair service provision for compliance with manufacturer, institution and wheelchair user specification • Ensure product quality according to manufacturer, institution and wheelchair user specification • Perform documentation in accordance to the institution's quality procedure • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet • Demonstrate interpersonal skills • Demonstrate communication skills • Demonstrate record-keeping skills • Follow safety manual • Demonstrate hazard/risks identification and control • Demonstrate basic competency needed to access the internet	• Discussion • Demonstration • Lecture • Blended learning	• Direct observation while tasks are being performed • Questions/Interview • Written Evaluation	4 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 Training (SIT) 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 apprenticeable occupation.

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

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

2.3 Community-Based

- Community-Based – 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 a Holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent; and
- Must possess good communication skills

3.4 TOOLS, EQUIPMENT AND MATERIALS

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

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

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
26	pcs.	Metal Tape Measure; 3 meters; Lock lever with automatic retraction; with printed measures in metric (centimeters) and imperial (inches)
6	pcs.	Fabric Tape Measure; 60 inches or 150 cm; Fabric (or PVC) [not paper]; with printed measures in metric (centimeters) and imperial (inches)
6	pcs.	Meter Stick; wood; 1 meter; with printed measures in metric (centimeters) other side in imperial
6	pcs	Goniometer; decimal and fractional graduated scales in metric and / or imperial measurements
2	pcs	Vernier caliper
13	sets	Allen Wrench / Hex keys Set; steel (no rust); 1.5/2/2.5/3/4/5/6/8/10mm *Includes Allen Hex Shaft
13	pcs	Adjustable wrench/shifting spanner; range: 8-22mm; steel
13	sets	Combination wrench sets with 8mm, 10mm, 13mm, 19mm sizes
13	pcs	Wood saw; thickness: 1mm *Suitable for wood, PVC, plastic
13	pcs	Hacksaw; Variation: Metal Frame 12" with spare blades
6	sets	Socket wrench with reversible ratchet handle; with 10mm, 12mm, 13mm, 19mm sizes
6	sets	Hand Metal File set with Flat, 5mm round, half round
26	sets	Screw driver set with Philips PH2 x 150mm and Flat 8.0x150mm
6	pcs	Heavy Duty Scissors; stainless steel
2	sets	Spoke wrench; Material: Steel and chrome; Suitable spoke sizes: 10, 11, 12, 13, 14, 15 mm
13	pcs	Box cutter with spare blades
6	pcs	Electric cutter or carving knife
26	sets	Safety glasses; material: Polycarbonate lenses
13	pcs	Rubber mallet; type/Size: 16 oz
13	Sets	Vise grip or locking pliers; max opening: 50 mm; Adjustable bolt with spring; Durable release handle
1	pcs	Heat Gun; rated power: Minimum of 1600W; voltage frequency: 220-240V

3	pcs	Tire Pump without pressure gauge; max capacity: 120 PSI; body: Aluminum or alloy [not plastic]
3	pcs	Tire pump with pressure gauge; body: Aluminum or alloy [not plastic]
2	pcs	Metal pipe cutter
2	pcs	Bench vise
2	pcs	Tire lever
6	pcs	Gun Tacker
5	sets	Drill Bits for wood and metal

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	sets	Hand held Electric Drill and Driver; 3-13 mm chuck; Multispeed features; Power: 12-18volts; Voltage frequency: 220-240V
2	pc	Projector with White Screen OR Television set for lectures
1	set	Microphone and speakers
5	pc	Work bench (see WHO recommendations)
2	sets	Personal Computer with camera, microphone, with good internet connection
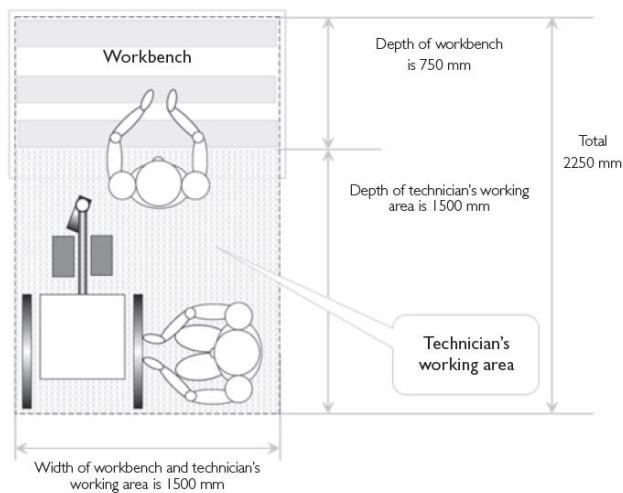
Source: WHO Wheelchair Service Training Package for Managers (Additional Resources)

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION

5	pcs	Basic Wheelchair
		- Should be of varying sizes
		- Should be compatible with wheelchair parts itemized below:
		*Wheelchairs should be a combination of different models:
		   According to seat type:
		    - with fixed, slung seat
		    - with tension adjustable seat
		
		   According to back rest type:
		    - with fixed, slung backrest
		    - with tension adjustable backrest
		    - with solid backrest with comfort cushion
		
		   According to arm rest type:
		    - with fixed, padded arm rests
		    - with removable, padded arm rests
		    - with flip-up, padded arm rests
		    - with sliding backwards arm rests
		    - with contoured or no armrest
		
		   According to brake type:
		    - with long lever arm brake
		    - with short lever arm brake

5	pcs	Fixed Frame Supportive Wheelchair
		- Should be of varying sizes
		- Should be compatible with wheelchair parts itemized below:
		*Wheelchairs should be a combination of different models:
		   According to arm rest type:
		    - with fixed, padded arm rests
		    - with removable, padded arm rests
		    - with flip-up, padded arm rests
		    - with sliding backwards arm rests

2	pairs	Rear wheels – pneumatic*
2	pairs	Rear wheels – solid rubber*
2	pairs	Caster wheels – narrow*
2	pairs	Caster wheels - wide*
2	pcs	Seat cushion – comfort flat cushion*
2	pcs	Seat cushion – pressure relief cushion – Foam*
2	pcs	Seat cushion – pressure relief cushion – Gel*
2	pcs	Seat cushion – pressure relief cushion – Air Flotation*
2	pcs	Seat cushion – pressure relief cushion – Urethane Honeycomb*
2	pairs	Calf strap – leather or cloth*
2	pairs	Calf pads*
2	pairs	Foot rest – swivel type, swing away, adjustable height*
2	pairs	Foot rest – fixed, adjustable height

2	pairs	Pelvic side pads – L bracket with pad*
2	pairs	Pelvic side pads – offset bracket with pad*
2	pairs	Lateral thigh pads*
2	pairs	Lateral trunk pads –L bracket with pad*
2	pairs	Lateral trunk pad – offset bracket with pad*
2	pcs	Lumbar support – air bladder*
2	pcs	Wedge for anterior pelvic tilt*
2	pcs	Build-up for right lateral pelvic tilt*
2	pcs	Build up for left lateral pelvic tilt*
2	pcs	Inner thigh wedge*
2	pcs	Outside thigh wedge*
2	pcs	Knee separator or abductor*
1	set	Varied Foam types for modifications (build ups, wedges, etc.) - Comfort foams - Soft chipped foams - Firm chipped foams
1	set	Varied Fabric types for modifications, to include: - Cotton stretchy fabric - Synthetic water resistant fabric - Synthetic water repellant fabric
1	set	Marine plywood boards for modifications - 1 sheet ½ inch - 1 sheet ¾ inch
2	pcs	Chest straps – four points*
2	pcs	Chest straps – six points*
2	pcs	Pelvic straps - 1 piece 2 point strap - 1 piece 4 point strap
2	pcs	Thigh straps*
2	pcs	Ankle straps*
2	pcs	Head straps*
2	pcs	Headrest – fixed flat*
2	pcs	Headrest – fixed, contoured*
2	pcs	Headrest – movable*
2	pcs	Lateral head support, right*
2	pcs	Lateral head support, left*
13	bottles	Contact Rubber Cement
26	pcs	Printed Training Module specific to the institution
4	boxes	Disposable gloves *other PPEs such as mask and face shield to be provided by the trainee
3	bottles	Bleach / disinfectant recommended by DOH; 1 liter

* Should be compatible with the wheelchairs above

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			
Laboratory/Workshop/Activity area	10 x 10	100	100
Tool room & S/M storage area	5 x 5	25	25
Learning resource area	5 x 10	50	50
Total workshop area			**236 sq. m.**

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

* Versatile facilities allowed
* Wheelchair accessible areas (esp. wash area)
* For those who have special facilities requirements, they are required to provide a separate computation of training facilities
* 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 ratio 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 (Wheelchair) NC II;

● Must be a graduate of any Allied Health Courses or Bachelor's Degree of any related course; and

● Must have at least two (2) years industry experience in wheelchair service provision 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 judgment 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 an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1   NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1   To attain the national qualification of **ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (WHEELCHAIR) 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 undergo 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 (Wheelchair) NC II; or

4.1.3.2   Experienced workers (wage employed or self-employed) who gained competencies in providing wheelchair services for at least 1 year within the last 5 years.

4.2   **Recognition of Prior Learning (RPL).** Candidates who have gained competencies through education, informal training, previous work or life experiences with at least **9 months** experience in **wheelchair service provision** (within the last **3 years**) may apply for recognition in this Qualification through Portfolio Assessment.   The candidates should provide proof of providing wheelchair services to at least 5 wheelchair-user clients from referral to follow-up. The type of wheelchairs used by the clients should be composed of at least 1 basic long base, 1 basic short base and 3 intermediate wheelchairs.

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

4.3   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.

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.

COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR
ASSISTIVE REHABILITATION TECHNOLOGY SERVICES (WHEELCHAIR) 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	

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

Develop the ability to recognize pre-schooler's growth and development	Perform caring skills for pre-schooler	Provide assistance and care to personal needs of grade schooler	Foster physiological needs and cognitive development of grade schooler	Foster physical growth and development of grade schooler	Respond to emergency for grade schooler	Foster physical growth and development of adolescent	Promote developmental tasks for adolescent	Respond to emergency for adolescent	Develop the ability to recognize aging process
Participate in the implementation and monitoring of client's care plan	Perform caring skills	Perform specialty care procedures	Assist client in administering prescribed medication	Participate in the implementation and monitoring of client's care plan	Provide assistance and support on environment and biopsychosocial needs of clients	Develop the ability to recognize healthy body systems and apply medical terminologies	Provide care and support to activities of daily living (ADL) of clients	Provide assistance in administering prescribed medications to clients	Provide care and support to clients with special needs
Respond to emergency situations	Provide immediate care and support to children with special needs	Provide immediate care and support to adults and elderly with special needs	Carry out response integration and coordination in a mass casualty incident	Perform patient assessment	Provide emergency care for suspected spine injury	Provide pre-hospital interventions for trauma patients	Provide pre-hospital interventions for shock patients	Provide pre-hospital interventions for medical patients	Perform basic life support and use airway adjuncts
Provide pre-hospital interventions for special patient populations	Perform patient packaging	Conduct patient transport	Deliver basic pre-hospital communication skills	Create a positive mold from a negative cast	Fabricate a transtibial/ankle disarticulation prosthesis	Fabricate a transfemoral/knee disarticulation prosthesis	Fabricate a transradial/wrist disarticulation prosthesis	Fabricate a transhumeral/elbow disarticulation/shoulder disarticulation prosthesis	Perform basic repair and/or replacement of the prosthetic devices
Fabricate a foot orthosis	Fabricate an ankle-foot orthosis	Fabricate a knee-ankle-foot orthosis	Fabricate a wrist-hand orthosis	Fabricate a customized plastic thoraco-lumbo-sacral orthosis	Perform basic repair and/or replacement of the orthotic devices	Receive wheelchair referral and appointment	Assist the wheelchair clinician during assessment	Coordinate procurement of the appropriate wheelchair size and its parts	Perform wheelchair assembly and modifications
Assist the wheelchair clinician in wheelchair checkout and fitting	Assist wheelchair clinician in user training	Perform maintenance and repair on wheelchair							

GLOSSARY OF TERMS

Amputation – surgical loss of a limb (i.e. upper extremity or lower extremity) that may be due to trauma or medical condition (e.g. cancer, gangrene)

Arm rest - part of a wheelchair where a patient may put his arms for support while sitting on a wheelchair

Backrest - part of a wheelchair that provides support to the trunk of the patient while sitting. Height of this support depends on the sitting balance of the patient.

Carer - a person responsible for providing appropriate care to the patient. He or she may be a family member (e.g. parent, siblings, or relatives) or a hired individual (see also caregiver)

Caregiver - a person responsible for providing appropriate care to the patient. He or she may be a family member (e.g. parent, siblings, or relatives) or a hired individual (see also carer)

Caster (castor) wheels - a pair of wheels on a rotating mount that is found at the front of a wheelchair

Cerebral Palsy (CP) - a group of permanent disorders of the development of movement and posture causing activity limitation that occurred in the developing fetal or infant brain

Cerebrovascular Disease (CVD) – commonly known as stroke or brain attack; disease of the blood vessels supplying the brain (i.e. arteries). This may include (but not limited to) carotid stenosis, aneurysm, arteriovenous malformation. (see also stroke)

Chronic Kidney Disease (CKD) - a prolonged injury to the kidney that may be due to some medical conditions (e.g. diabetes, hypertension) that results to generalized weakness of a patient that eventually affects the mobility

Foot rest - a part of the wheelchair where a patient puts the feet on

Foot support - a part of a foot rest that keeps the foot in place

Frailty - marked vulnerability of an elderly person as a result of physiologic decline

Head support - part of a wheelchair that is located above the backrest to provide additional support to a patient with poor head and neck control

Leg rest - part of a wheelchair that allows for additional support on the leg when repositioning is done as part of pressure relief technique.

Mobility - a state of being mobile

Muscular Dystrophy - a genetic disease that leads to progressive weakness of a child

Poliomyelitis - an infectious disease caused by poliovirus

Pelvic support - part of a wheelchair that provides additional support to the patient by keeping the pelvis in place while seated on the wheelchair

Postural support devices - parts of a wheelchair that are added based on the needs of a patient

Rear wheels - 2 big wheels on the rear part of the wheelchair. They spin on an axle as the patient propels it (or when a caregiver pushes the wheelchair)

Seat cushion - part of the wheelchair where the patient sits. It is cushioned to provide comfort and adequate pressure on the buttocks of the patient

Spinal Cord Injury (SCI) - a damage to any of the levels of the spinal cord (i.e. cervical, thoracic, lumbar, sacral) that may be secondary to trauma or medical condition (e.g. cancer, transverse myelitis) that causes mobility impairment to an individual

Stroke - a brain disorder resulting from an interrupted blood supply to the brain

Thigh support - part of the wheelchair that keeps the thigh in proper position while the patient sits

Transfer technique - a safe technique followed by the patient and caregiver to facilitate safe movement in and out of the wheelchair

Transverse Myelitis - an inflammatory disease of the spinal cord that leads to pain, muscle weakness or paralysis, and bowel and bladder disorder

Traumatic Braid Injury (TBI) - an injury to the brain after an individual sustained a violent blow or jolt to the head or body

Wheelchair - an assistive technology that facilitates easier mobility of an individual with inability or difficulty in standing and walking, either caregiver-propelled or self-propelled. This may be used temporarily or permanently

Wheelchair brake - wheel lock to keep the wheelchair in a safe stop while the patient is resting on it or is about to transfer

Wheelchair Clinician - a medical or paramedical specialist who was trained and licensed as a wheelchair assessor that will direct or guide the wheelchair technician-in-training on how to come up with the prescribed wheelchair (see also wheelchair service provider)

Wheelchair frame - a part of the wheelchair that holds all the other parts of the wheelchair in place

Wheelchair prescription - a detailed design of a wheelchair as a result of a thorough assessment of the clinician on a patient. This contains the needs of the patient that a technician will follow to assemble a safe and comfortable wheelchair

Wheelchair service provider - trained wheelchair assessor who will provide the necessary direction to the wheelchair technician-in-training (see also clinician)

Wheelchair service provision - the service rendered to an individual who will potentially need a wheelchair. This includes physical assessment of the patient, prescribing of the wheelchair by the assessor, assembly and fitting of the prescribed wheelchair, follow up, and repair of the wheelchair if there is any damage from overuse

Wheelchair technician - an individual who is undergoing training in the aspect of assembling and repair of wheelchair

Wheelchair user - patient who will be needing a wheelchair. He may have a temporary or permanent disability that will require the use of this assistive technology

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THE TECHNICAL AND INDUSTRY EXPERT AND REVIEW PANEL

MR. ABNER MANLAPAZ
President
Life Haven Center for Independent Living
2033 Santos Subdivision, Gen. T. De Leon
Valenzuela City, 1442

MS. WENNAH G. MARQUEZ
Division Chief (Public Services Officer IV)
Persons with Disabilities Affairs Division
City Government of Mandaluyong
City Hall Complex, Maysilo Circle, Boni Avenue
Barangay Plainview, Mandaluyong City

DR. JEFFREY B. MONTES
Director, Consultant
JBM Physical Medicine and Rehabilitation Centre Inc.
St. Vincent Polyclinic Building, Paseo del Congreso
Malolos City, Bulacan

DR. BILLY JAY N. PEDRON, PH.D
Clinical Faculty (PT)
De La Salle Medical and Health Sciences Institute - College of Rehabilitation Sciences
Governor D. Mangubat Avenue
City of Dasmariñas, Cavite

DR. FERDILIZA DANDAH GARCIA, MD
President
Philippine Society of Wheelchair Professionals
530 A AC Cortes Avenue, Brgy. Ibabao
Mandaue City, Cebu

DR. PAUL MATTHEW S. JIAO, MD
Consultant
Physicians for Peace
2nd Floor Silahis Arts and Artifacts Bldg 744
General Luna Street, Intramuros
Manila

PARTICIPANTS in the Luzon Validation

Name	Organization
Dennis E. Smith	Latter-day Saints Charities
Ma. Cecilia Licuan, PTRP, MAE, Ph.D., CWAT	De La Salle Medical and Health Sciences Institute
Rogelio E. Flores	Philippine Society of Wheelchair Professionals
John James G. Jovellano, OTRP	University of the Philippines Manila-CAMP
Jerome B. Lovidad	University of the East Ramon Magsaysay Philippine School of Prosthetics and Orthotics
Adeline Dumapong-Ancheta	Para-Athlete/Former ED of FTWFI
Juanito C. Mingarine	PHILSPADA
Domingo Literal	TWHI
Harold H. Lilagam	Philippine Orthopedic Center
Marc Francis Perez	Philippine General Hospital
Demetrio Bonifacio Jr.	JBB Machine Shop
Joy Saavedra	Cagayan Valley Medical Center
Ma. Cristina Raymundo	Department of Health
Ginalyn Gainsan	KDF
Dr. Lester Geroy	Physicians for Peace

PARTICIPANTS in the Visayas and Mindanao Validation

Name	Organization
Liezel P. Calina-Elefante	Eastern Visayas Regional Medical Center (EVRMC)
Jidjpeter Gregor N. Jaradal	Eastern Visayas Regional Medical Center (EVRMC)
Alinsub, Aldwin G.	SPMC
Floro P. Fabillar	Eastern Visayas Regional Medical Center (EVRMC)
Roberto B. Barbosa	Eastern Visayas Regional Medical Center (EVRMC)
Marioneto S. Ilumba	Eastern Visayas Regional Medical Center (EVRMC)
Geronimo A. Padero	Eastern Visayas Regional Medical Center (EVRMC)
Gerard Ian A. Reyes	Walk and Work Foundation
Jhoana Marie J. Zambrano	Cotabato Regional and Medical Center

The Members of the TESDA Board and Secretariat

The MANAGEMENT and STAFF of the TESDA Secretariat

Qualifications and Standards Office (QSO)
- **MS. IMELDA B. TAGANAS**, Executive Director

- Competency Standards Development Division
  - **MS. MA. ISABEL G. GAMUROT**, Division Chief
  - **MR. EDWIN G. MAGLALANG**
  - **MS. BARBARA JANE B. REYES**

- Competency Programs and Standards Development Division
  - **MS. MERCEDES E. JAVIER**, Division Chief
  - **MS. FORTUNATA L. BACO**
  - **MAIROULI B. BALOLOY**

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Technical Education and Skills Development Authority (TESDA)
Tele Fax No.: 818-7728
or visit our website: www.tesda.gov.ph