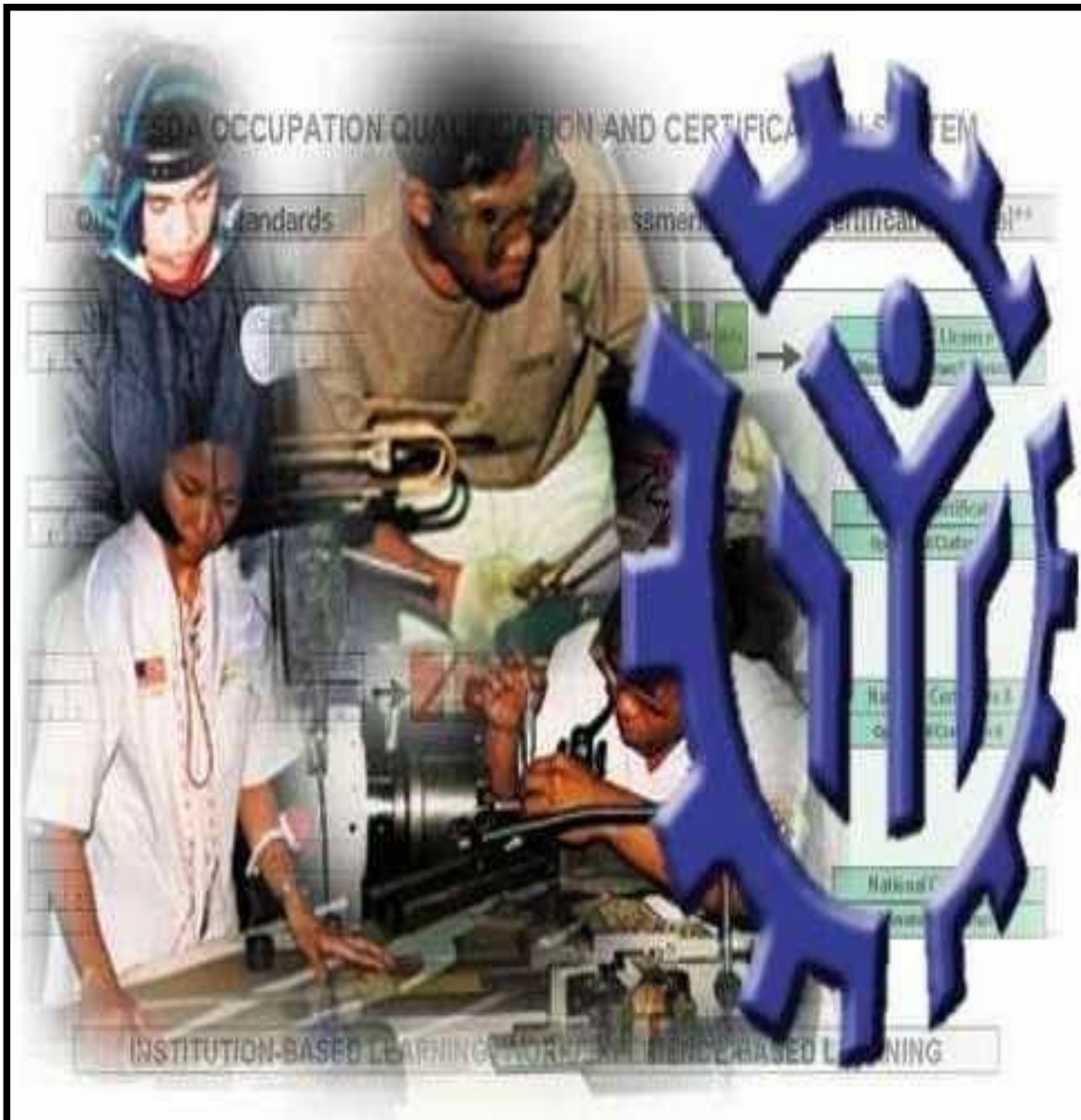


TRAINING REGULATIONS

DOMESTIC WORK NC II



SOCIAL, COMMUNITY DEVELOPMENT AND OTHER SERVICES SECTOR

Technical Education and Skills Development Authority

East Service Road, South Superhighway, Taguig, Metro Manila

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DEVELOPMENT SERVICES SECTOR**

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TRAINING REGULATIONS FOR DOMESTIC WORK NC II

SECTION 1 DOMESTIC WORK NC II QUALIFICATION

The **DOMESTIC WORK NC II** Qualification consists of competencies that a person must achieve to clean living room, dining room, bedrooms, toilet, kitchen, wash and iron clothes, linen, fabric, prepare hot and cold meals/food, provide food and beverage service.

The Units of Competency comprising this Qualification include the following:

UNIT CODE	BASIC COMPETENCIES
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

UNIT CODE	COMMON COMPETENCIES
HCS913201	Maintain an effective relationship with clients and customers
HCS913202	Manage own performance

UNIT CODE	CORE COMPETENCIES
HCS913301	Clean living room, dining room, bedrooms, toilet and kitchen
HCS913302	Wash and iron clothes, linen and fabric
HCS913303	Prepare hot and cold meals/food
HCS913304	Provide food and beverage service

UNIT CODE	ELECTIVE COMPETENCIES
HCS323301	Provide care and support to infants and toddlers
HCS323302	Provide care and support to children
HCS323305	Provide care and support to elderly
HCS323306	Provide care and support to people with special needs
HCS 913401	Assist in the care of animals
HCS 913402	Provide animal care hygiene routines
AGR611376	Trim and prune landscape plants
AGR611377	Perform weeding and cultivation
AGR611379	Water/irrigate plants
AGR611380	Control and prevent plant pest and diseases

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

- Domestic Worker**
- Houseboy**
- Housemaid**
- Housekeeper**
- Hand-lauderer**
- Helper, Kitchen**
- Cleaner, Hotel**

SECTION 2 COMPETENCY STANDARDS

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

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 500311105

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms 4.2 Telephone message forms 4.3 Safety reports
5. Workplace interactions	5.1 Face-to-face interactions 5.2 Telephone conversations 5.3 Electronic and two-way radio communication 5.4 Written communication including electronic mail, memos, instruction and forms 5.5 Non-verbal communication including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT

UNIT CODE : 500311106

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM

UNIT CODE : 500311107

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

UNIT CODE : 500311108

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors 2.4 Ergonomics 2.4.1 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles 2.4.2 Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

EVIDENCE GUIDE

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

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENT/CUSTOMERS**

UNIT CODE : **HCS913201**

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

ELEMENTS	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Maintain a professional image	1.1 Uniform and personal grooming maintained to assignment requirements. 1.2 Personal presence maintained according to employer standards . 1.3 Visible work area kept tidy and uncluttered. 1.4 Equipment stored according to assignment requirements.
2. Meet client/customer requirements	2.1 Client requirements identified and understood by referral to the assignment instructions . 2.2 Client requirements met according to the assignment instructions. 2.3 Changes to client's needs and requirements monitored and appropriate action taken . 2.4 All communication with the client or customer is clear and complied with assignment requirements.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy. 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> 1.1 Maintained a professional image 1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions 1.3 Dealt successfully with a variety of client/customer interactions 1.4 Monitored and acted on changing client or customer needs. 1.5 Met client/customer requirements. 1.6 Built credibility with customers/clients 1.7 <u>Demonstrated knowledge and understanding of the Kasambahay Law (e.g. standard employment contract, rights and privileges, pre-employment requirements, working conditions, barangay registrations, social and other benefits, etc.)</u>
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Uniform and personal grooming requirements of the employer and the client 2.2 Occupational health and safety requirement for the assignment 2.3 Assignment Instructions 2.4 Use of various means of communication (add'l)
3. Required Skills	<ul style="list-style-type: none"> 3.1 Attention to detail when completing client/employer documentation 3.2 Interpersonal and communication skills required in client contact assignments 3.3 Customer service skills required to meet client/customer needs 3.4 Punctuality 3.5 Customer Service 3.6 Telephone Technique 3.7 Problem Solving and Negotiation 3.8 Maintaining Records
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment Centers/Venues 4.2 Accredited Assessors 4.3 Modes of Assessment 4.4 Evaluation Reports 4.5 Access to a relevant venue, equipment and materials 4.6 Assignment Instructions 4.7 Logbooks 4.8 Operational manuals and makers/customers' instructions 4.9 Assessment instruments, including personal planner and assessment record book
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test 5.2 Demonstration with questioning 5.3 Observation with questioning
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Assessment may be conducted in the workplace or in a simulated environment.

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : HCS913202

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan for completion of own workload	1.1 Tasks accurately identified. 1.2 Priority allocated to each task. 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed with agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed performance standards . 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards. 2.3 Guidance from management applied to achieve or maintain agreed standards. 2.4 Standard of work clarified and agreed according to employer policy and procedures.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy. 3.3 Client fully informed of all relevant security matters in a timely manner.

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Planned for completion of own workload 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3 Demonstrated capacity to complete task within specified time frame 1.4 Maintained quality of own performance
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Site and assignment requirements 2.2 Employer policy on performance management 2.3 Indicators of appropriate performance for each area of responsibility 2.4 Steps for improving or maintaining performance
3. Required Skills	<ul style="list-style-type: none"> 3.1 Capacity to plan and prioritize work loads and requirements 3.2 Time and task management 3.3 Self-evaluation and monitoring skills [add'l]
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment Centers/Venues 4.2 Accredited Assessors 4.3 Modes of Assessment 4.4 Evaluation Reports 4.5 Access to relevant venue, equipment and materials 4.6 Assignment Instructions 4.7 Logbooks 4.8 Operational manuals and makers'/customers' instructions 4.9 Assessment Instruments, including personal planner and assessment record book
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test 5.2 Demonstration 5.3 Observation 5.4 Questioning
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

CORE COMPETENCIES

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

UNIT CODE : HCS913301

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required in cleaning living room, dining room, bedrooms, toilets and bathrooms. It includes the cleaning of surfaces and floors, cleaning of furnishings and fixtures, making up beds and cots, cleaning of toilets and bathroom, sanitizing rooms and maintaining clean room environment.

ELEMENTS	PERFORMANCE CRITERIA
1. Clean surfaces and floors	1.1 Appropriate <i>removal/cleaning equipment, supplies, materials</i> , procedures and techniques are used in accordance with soil and litter types and established procedures.
	1.2 All <i>wastes</i> are removed from surface based on <i>procedures</i> .
	1.3 Suitable maintenance procedures is selected and applied based on identified <i>floor types and surface textures</i> .
	1.4 Cleaning, polishing and sweeping are performed according to standard operating procedures.
	1.5 Cleaning, polishing and sweeping equipment, supplies and materials are used following safety procedures and manufacturer's specifications.
	1.6 Cleaning/polishing equipment is cleaned after use in accordance with relevant safety procedures and manufacturer's instructions.
	1.7 All cleaning, polishing, sweeping materials and equipment are stored as per standard operating procedures (SOPs).
	1.8 Routine maintenance is carried out as per SOPs.
2. Clean furnishing and fixtures	2.1 <i>Furnishings and fixtures</i> are cleaned in accordance with standard operating procedures.
	2.2 Furniture positioned based on comfort and convenience and room lay out.
	2.3 Equipment is cleaned after use in accordance with relevant safety and manufacturer's instructions.
	2.4 All cleaning materials and equipment are stored following SOPs.
	2.5 Routine maintenance is carried out or arranged as per standard operating procedures.
3. Make up beds and cots	3.1 Mattress is aired, freed from dust and vacuumed in accordance with SOPs.
	3.2 Soiled linens and pillowcases are replaced in accordance with SOPs.
	3.3 Linens are centered and mitered when replaced as per SOPs.
	3.4 Beds and cots are made-up according to prescribed procedure.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
4. Clean toilet and bathroom	4.1 Ceilings and walls are cleaned in accordance with standard operating procedures and techniques. 4.2 Window edges and sills are wiped clean in accordance with standard operating procedures. 4.3 Bath tub, lavatory and toilet bowls are scrubbed and disinfected in accordance with standard operating procedures and techniques. 4.4 Accessories are washed and cleaned in accordance with standard operating procedures and techniques. 4.5 Bathroom supplies are replenished and defective accessories replaced as per SOPs. 4.6 Equipment is cleaned after use in accordance with manufacturer's instruction. 4.7 All cleaning materials and equipment are stored in a safe place as per SOPs. 4.8 Routine maintenance is carried out or arranged as per standard operating procedures.
5. Sanitize rooms	5.1 Sanitizing agents are 100% accurately measured and mixed in accordance with relevant safety regulations. 5.2 Excess mixtures of sanitizing agents are disposed according to environmental requirements. 5.3 Rooms are sanitized in accordance with standard operating procedures. 5.4 Equipment is cleaned after use in accordance with manufacturer's instructions. 5.5 All cleaning materials and equipment are stored in a safe place as per SOPs. 5.6 Routine maintenance is carried out or arranged as per standard operating procedures.
6. Maintain clean room environment	6.1 All equipment and cleaning paraphernalia are checked and maintained according to manufacturer's instructions. 6.2 All wastes are removed and disposed of in accordance with employer's requirements. 6.3 All movable furniture and fittings are shifted to allow access to hidden dust/waste/dirt and as per SOPs. 6.4 Rooms are checked regularly for orderliness/tidiness in accordance with employer's requirements.
7. Clean kitchen	7.1 Soiled dishes, pots, pans and linen are washed in accordance with standard operating procedures. 7.2 Cleaned/dried dishes, pots and pans are stored as per standard operating procedures. 7.3 Kitchen appliances are cleaned in accordance with standard operating procedures. 7.4 Kitchen fixtures, tables and chairs are wiped in accordance with standard operating procedures. 7.5 Floor is mopped and dried in accordance with standard operating procedures. 7.6 Kitchen supplies are inspected and replenished in accordance with standard operating procedures.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Cleaning equipment, supplies and materials	May include: 1.1 Brooms 1.2 Dust pan and brush 1.3 Cleaning implements 1.4 Vacuum cleaner 1.5 Floor carpet 1.6 Water hoses 1.7 Bucket 1.8 Bed 1.9 Dining table 1.10 Water pitcher 1.11 Table cloth 1.12 Flowers 1.13 Bed cover 1.14 Spoon 1.15 Fork 1.16 Knife 1.17 Plate 1.18 Wine glass 1.19 Serving utensils 1.20 Table napkin 1.21 Paper towel 1.22 Flower vase 1.23 Drinking water 1.24 Serving tray 1.25 Soiled table 1.26 Cleaning detergent 1.27 Liquid detergent 1.28 Cleaning solution 1.29 Scrubbing foam 1.30 Flat sheets 1.31 Fitted sheet 1.32 Pillow 1.33 Pillow case 1.34 Bed mattress 1.35 Dish pan 1.36 Dish sponge/dish cloth 1.37 Pan with hot water 1.38 Rolled newspaper 1.39 Cleaning rag 1.40 Wax paper/aluminum foil 1.41 Talcum powder 1.42 Bowl cleaner 1.43 Toilet disinfectant 1.44 Acid cleaner 1.45 Cup 1.46 Soup plate 1.47 Soup bowl 1.48 Drinking glass/goblet 1.49 Serving dish

VARIABLES	RANGE
	1.50 Rubber spatula 1.51 Floor mop 1.52 Toilet bowl swab 1.53 Toilet caddy 1.54 Spray bottle 1.55 Guess model 1.56 Antistatic duster/cleaning cloth 1.57 Vacuum cleaner with circular brushes 1.58 Sponges 1.59 Scourer 1.60 Glass cleaning equipment 1.61 Drop sheets 1.62 'A" frame ladders 1.63 Cobwebber 1.64 Lint free cleaning cloths 1.65 Squeegees (various sizes) 1.66 Extension poles 1.67 Hoses
2. Floor types/surface textures	May include: 2.1 Concrete 2.2 Terrazo 2.3 Vinyl 2.4 Slate 2.5 Ceramic tile 2.6 Wood 2.7 Marble 2.8 Brick 2.9 Parquetry 2.10 Rubber 2.11 Polished wood
3. Waste (wet or dry)	May include: 3.1 Dust 3.2 Paper 3.3 Food 3.4 Stones 3.5 Gravel
4. Furnishings/fixtures	May include: 4.1 Desks 4.2 Tables 4.3 Chairs 4.4 Computers 4.5 Filing cabinets 4.6 Clocks 4.7 Stoves 4.8 Lamps 4.9 Railing 4.10 Window sills 4.11 Skirting 4.12 Doors 4.13 Door handles

VARIABLES	RANGE
	4.14 Light switches 4.15 Telephone handsets 4.16 Air conditioning vents 4.17 Lights 4.18 Ceiling fans 4.19 Blinds 4.20 Curtains 4.21 Grilles 4.22 Refrigerators 4.23 Picture frames 4.24 Shelves 4.25 Compactus 4.26 Work stations 4.27 Showcases 4.28 Bars 4.29 Beds 4.30 Bedside cupboards
5. Ceiling fittings	May include: 5.1 Recessed lights 5.2 Ornamental hanging lights 5.3 Projected lights 5.4 Ceiling fans 5.5 Televisions 5.6 Speakers 5.7 Smoke detectors 5.8 Sprinkler systems 5.9 Vents and grilles 5.10 Skylights 5.11 Cameras 5.12 Chandelier
6. Ceiling	May include: 6.1 Flat 6.2 Suspended 6.3 Hard
7. Bathroom supplies/ accessories	May include: 7.1 Liquid and bar soap 7.2 Toilet paper 7.3 Bathroom deodorizer 7.4 Cloth/paper towels 7.5 Personal toiletries 7.6 Bathroom slippers 7.7 Floor towel 7.8 Trash can
8. Sanitizing agents	May include: 8.1 Solvent spray 8.2 Anti-static solution 8.3 Anti-static spray

VARIABLES	RANGE
9. Sanitizing equipment, supplies and materials	May include: 9.1 Ladders 9.2 Vacuum unit 9.3 Dust mop 9.4 Lint free clothing cloths 9.5 Mop head and bucket 9.6 Dust pan 9.7 Broom
10. Linen	May include: 10.1 Napkins 10.2 Tablecloths 10.3 Serving cloths 10.4 Tea towels 10.5 Clothing 10.6 Cleaning cloths
11. Kitchen appliances	May include: 11.1 Food processor 11.2 Grill 11.3 High pressure steamer 11.4 Microwave oven 11.5 Oven (electric/gas) 11.6 Range 11.7 Refrigerator 11.8 Tilting skillet 11.9 Toaster 11.10 Electric knife 11.11 Juice maker 11.12 Rice cooker
12. Kitchen supplies and materials	May include: 12.1 All-purpose detergent 12.2 All-purpose soap 12.3 Coffee, tea, cream 12.4 Condiments 12.5 Disinfectants 12.6 Drain solvent 12.7 Food items (dairy, vegetable, bread, meat and fruits) 12.8 Garbage bag 12.9 Scouring pad 12.10 Cooking oil 12.11 Ingredients

EVIDENCE GUIDE

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

4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Copies of Relevant Standards, Training Books and Assessment Planning Guides 4.2 Accident Report Forms 4.3 Job Specifications and Reporting Forms 4.4 Access to a Suitable Venue 4.5 Manufacturer/Enterprise Product Specifications 4.6 A range of equipment, including personal protective equipment and relevant cleaning or spot removing chemicals 4.7 Material safety data sheets and equipment operating manuals, if relevant 4.8 Access to a registered provider of assessment services 4.9 Chemical Color Charts
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning 5.4 Oral Questioning/Interview 5.5 Portfolio Assessment
6. Context of Assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated work setting.</p>

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

UNIT CODE : HCS913302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in washing and ironing clothes, linen and fabric. It includes checking and sorting soiled clothes, linen and fabric, removing stains, preparing washing equipment and supplies, performing laundry, drying and ironing clothes, linen and fabric.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Check and sort clothes, linens and fabrics	1.1 Soiled clothes, linen and fabrics are sorted according to texture, color, size and defects. 1.2 Sorted items are prioritized according to the cleaning process required and the urgency of the item. 1.3 Defective clothing, linen and fabric are sewn/darned using appropriate threads and stitches.
2. Remove stains	2.1 Personal protective paraphernalia are worn in accordance with standard operating procedures (SOPs). 2.2 Stain removing agents and chemicals are used in accordance with manufacturer's instruction. 2.3 Stains are treated and removed using correct chemicals or agents. 2.4 All stain removing agents and chemicals are stored following safety procedures.
3. Prepare washing equipment and supplies	3.1 Laundry area is cleaned and made ready at all times. 3.2 Laundry supplies and materials are prepared and made available at all times. 3.3 Washing machine is checked and prepared for operation per manual procedures.
4. Perform laundry	4.1 Correct laundry method is selected as per SOPs. 4.2 Clothes, linen and fabric are washed according to the labeling codes and washing instructions. 4.3 Laundry equipment is used in accordance with manufacturer's instruction. 4.4 Clothes, linen and fabric are freed from stain, dirt and unpleasant odor after washing based on procedures. 4.5 Washed clothes, linen and fabric are sun-dried/machine dried as per instructions. 4.6 Dried clothes, linen and fabric are freed from unpleasant odor and static cling. 4.7 Washing area is cleaned in accordance with safety and health procedures. 4.8 Equipment is cleaned after use in accordance with manufacturer's instructions. 4.9 All cleaning materials and equipment are stored following safety procedures. 4.10 Routine maintenance is carried out or arranged as per standard operating procedures.
5. Dry clothes, linen and fabric	5.1 Washed clothes, linen and fabric are dried according to procedures. 5.2 Drying machine is prepared according to procedure. 5.3 Dried clothes, linen and fabric are removed when dryer bell rings or stops to prevent wrinkles and to minimize need for ironing. 5.4 Clothes, linen and fabric are dried without wrinkles according to procedures.
6. Iron clothes, linens and fabrics	6.1 Ironing is done in accordance to the standard procedures. 6.2 Ironed clothes, linens and fabrics are folded, placed in a hanger and stored in designated cabinets as per instructions. 6.3 Ironing equipment and materials are stored in the appropriate area following safety procedures.

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Checked and sorted soiled clothes, linen and fabric 1.2 Removed stains 1.3 Prepared washing equipment and supplies 1.4 Performed laundry 1.5 Dried clothes, linen and fabric 1.6 Ironed clothes, linen and fabric
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Procedures in Sorting Laundry 2.2 Principles and Procedures in Darning Holes and Tears 2.3 Hygiene, Health and Safety issues Specific to Laundry Operations 2.4 Types/Uses and Handling of Laundry Chemicals 2.5 Principles and Procedures in Removing Stains 2.6 Types/Uses of Stain Removing Agents 2.7 Language Label (Fabric and Garments Labels) 2.8 Types and Characteristics of Clothes, Linen and Fabric 2.9 Standard Procedures in Checking and Preparing Washing Machine 2.10 Procedures in Preparing Laundry Supplies and Materials 2.11 Preparing Mixtures or Bleaching Solutions 2.12 Types and Uses of Washing Machines and Dryers 2.13 Principles and Procedures in Washing, Drying and Ironing Clothes, Linen and Fabric 2.14 Hygiene, Health and Safety Issues of Specific Relevance to Laundry Operations 2.15 Maintenance of Laundry Area 2.16 Procedures in Drying Clothes, Linen and Fabric 2.17 Procedures in Ironing Clothes, Linen and Fabric 2.18 Types/Uses of Ironing Equipment, Tools and Paraphernalia 2.19 Procedures in Storing Clothes, Linen and Fabric 2.20 Basics of Pressing 2.21 Types and Uses of Irons, Ironing Boards and Ironing Accessories 2.22 Types and Use of Hangers 2.23 Folding Method and Techniques 2.24 Pressing Procedures
3. Required Skills	<ul style="list-style-type: none"> 3.1 Checking and sorting soiled clothes, linen and fabric 3.2 Removing Stains 3.3 Preparing washing equipment and supplies 3.4 Performing laundry 3.5 Drying clothes, linen and fabric 3.6 Ironing clothes, linen and fabric
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Facilities, equipment, supplies and materials relevant to the unit of competency
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning 5.4 Oral Questioning/Interview 5.5 Portfolio Assessment
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

UNIT OF COMPETENCY : PREPARE HOT AND COLD MEALS/FOOD

UNIT CODE : HCS913303

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in preparing ingredients, cooking, presenting cooked meals and dishes, preparing appetizers, preparing sauces, dressing, garnishes, desserts, salads, sandwiches, storing excess foods and ingredients and converting unconsumed cooked and uncooked food.

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

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

RANGE OF VARIABLES

VARIABLES	RANGE
1. Ingredients	May include: 1.1 Meat 1.2 Vegetable 1.3 Seafood 1.4 Poultry and Game 1.5 Stock 1.6 Cold Food 1.7 Condiments 1.8 Milk 1.9 Dairies 1.10 Cereals 1.11 Flour 1.12 Butter Sauces 1.13 Fruits
2. Mis en Place	May include: 2.1 Ingredients 2.2 Pans 2.3 Utensils 2.4 Plates/Serving Pieces
3. Thawing	May include: 3.1 Soaking 3.2 Unfreezing
4. Vegetable Ingredient Preparation	May include: 4.1 Skin, Peel, Pare 4.2 Chop, Slice, Shred, Cube 4.3 Wedge, Grate, Pure 4.4 Core, Quarter
5. Vegetable Manner of Preparation	May include: 5.1 Boiling, Blanching 5.2 Sauteing 5.3 Braising 5.4 Gratinating 5.5 Roasting/Baking
6. Seafood Ingredient Preparation	May include: 6.1 Chop, Slice 6.2 Fillet 6.3 Mince, Shred 6.4 Peel, Dice, Blanch 6.5 Marinate, Poach
7. Seafood Dishes Preparation	May include: 7.1 Boiling, Steaming 7.2 Sauteing 7.3 Deep Frying, Pan Frying 7.4 Poaching 7.5 Grilling 7.6 Baking
8. Soup Preparation	May include: 8.1 Sauteing 8.2 Simmering

VARIABLES	RANGE
9. Meat Ingredient Preparation	May include: 9.1 Slice, Chop 9.2 Debone 9.3 Dice, Mince 9.4 Marinate
10. Meat Dishes Preparation	May include: 10.1 Boiling, Steaming, Simmering, Stewing 10.2 Frying (deep, pan, stir) 10.3 Sauteing 10.4 Roasting, Baking, Browning 10.5 Pressurize Cooking 10.6 Poaching, Blanching, Braising 10.7 Broiling, Grilling
11. Poultry Ingredient Preparation	May include: 11.1 Deboned 11.2 Chop, Slice 11.3 Dice, Shred, Cube 11.4 Mince, Skin 11.5 Marinate
12. Poultry Dishes Preparation	May include: 12.1 Boiling, Simmering, Stewing 12.2 Frying (deep, pan, stir) 12.3 Sauteing 12.4 Braising, Grilling, Roasting 12.5 Barbecuing, Baking
13. Egg Dishes Preparation	May include: 13.1 Boiling 13.2 Frying 13.3 Poaching 13.4 Basting 13.5 Baking
14. Pasta Grain and Farinaceous Dishes Preparation	May include: 14.1 Boiling 14.2 Steaming 14.3 Poaching 14.4 Sauteing 14.5 Gratinating 14.6 Baking
15. Hors D'oeuvres Preparation	May include: 15.1 Peel, Pare, Slice, Shred, Cubes 15.2 Blanch, Boiled, Steam 15.3 Marinate, Seasoned
16. Sauces	May include: 16.1 Sugar Syrups 16.2 Fruit Syrups 16.3 Fruit Purees, Sauces and Coulis 16.4 Chocolate-Based Sauces 16.5 Custard and Cremes 16.6 Flavoured Butters and Creams

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> 1.1 Prepared ingredients according to recipes 1.2 Cooked meals and dishes according to recipes 1.3 Presented cooked dishes 1.4 Prepared appetizers 1.5 Prepared sauces, dressings and garnishes 1.6 Prepared desserts and salads 1.7 Prepared sandwiches 1.8 Stored excess foods and ingredients 1.9 Converted unconsumed cooked and uncooked food
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Food Theory 2.2 Materials Specifications and Uses 2.3 Tools and Equipment: Uses and Specifications 2.4 Codes and Regulations <ul style="list-style-type: none"> 2.4.1 Pertinent food and drink sanitation laws, rules and regulations 2.5 Maintenance Operation 2.6 Balance Diet 2.7 Nutrition 2.8 Food Serving 2.9 Safe Work Practices and First Aid Regulations 2.10 Personal Hygiene 2.11 Providing Safe Food 2.12 Food and Safety Hazard 2.13 Safe Food Handling 2.14 Food Costing and Portioning 2.15 Food Storage 2.16 Method of Preparing Salad 2.17 Handling of Kitchen Equipment
3. Required Skills	<ul style="list-style-type: none"> 3.1 Cooking Method 3.2 Handling of Kitchen Equipment 3.3 Proper Storing 3.4 Food Costing and Portioning
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Facilities, equipment, supplies and materials relevant to the unit of competency
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning 5.4 Oral Questioning/Interview 5.5 Portfolio Assessment
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated work setting.

UNIT OF COMPETENCY : PROVIDE FOOD AND BEVERAGE SERVICE

UNIT CODE : HCS913304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in food and beverage service. It includes preparing dining area, setting up table, serving food and beverage and clearing table.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare dining area	1.1 Dining area is checked for cleanliness prior to service in accordance with standard operating procedures and when required, take corrective actions. 1.2 Dining environment is prepared and adjusted to ensure comfort and ambience of client and as appropriate. 1.3 Furniture is set up in accordance with standard operating procedures. 1.4 Tables and table settings are checked for stability, and easy access to client and at all times. 1.5 Equipment are checked and prepared for service and as per SOPs.
2. Set-up Table	2.1 Table cloth is laid without creases and in accordance with prescribed procedures. 2.2 Table appointment is laid according to standards. 2.3 Napkin folded in accordance to table napkin folding standards. 2.4 Centerpiece is arranged in accordance with standard operating procedures and used appropriate equipment, supplies and materials.
3. Serve food and beverage	3.1 Foods are checked for completeness and correctness before serving. 3.2 Foods are placed on the tray and carried using the left hand and in accordance with food and beverage serving procedures. 3.3 Foods are served from the left side using the left hand in serving as per SOPs. 3.4 Water goblets are filled/refilled from the right side without spilling as per SOPs. 3.5 Beverage are taken from the bar/kitchen and inspected for complete garnishing (if any). 3.6 Beverage are served on a bar tray from the right side of the client being served as per SOPs.
4. Clear table	4.1 Clients are asked politely if they are finished as per SOPs. 4.2 Soiled plates/flat wares are bussed out from the right side of the family members and brought to the washing station/area as per SOPs. 4.3 Table is crumbed as per standard operating procedure. 4.4 Side plates and knives are removed from the table as per SOPs. 4.5 Condiments/shakers and other soiled items are removed from the table as per SOPs. 4.6 Ashtrays are replaced as per SOPs. 4.7 Additional requests are asked politely from clients as per SOPs. 4.8 Clients' needs are checked form time to time until they move out from the dining area as per SOPs.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Dining environment	May include: 1.1 Lighting 1.2 Room Temperature 1.3 Music 1.4 Floral and Other Decorations 1.5 Privacy 1.6 Background
2. Equipment	May include: 2.1 Table Cloth/Linen 2.2 China Wares 2.3 Glassware 2.4 Silverware 2.5 Cutlery 2.6 Wine 2.7 Condiments 2.8 Chairs 2.9 Tables 2.10 Ashtray 2.11 Toothpicks 2.12 Cloth/Paper Napkin
3. Beverage	May include: 3.1 Juice 3.2 Wine & Spirits 3.3 Tea 3.4 Coffee

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared the dining area 1.2 Set up table 1.3 Served food and beverage 1.4 Cleared table 1.5 Complied with quality standards 1.6 Complied with occupational safety and health practices
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Principles and Method of Table Setting 2.2 Types and Uses of China Wares, Glassware, Silverware 2.3 Types and Uses of Crockery, Cutlery and Condiments 2.4 Principles and Method of Serving 2.5 Plate Clearing and Carrying Techniques 2.6 Waste Minimization and Environmental Techniques 2.7 Safety Practices 2.8 Codes and Regulations
3. Required Skills	<ul style="list-style-type: none"> 3.1 Managing time, supplies and materials 3.2 Preparing dining area 3.3 Setting-up table 3.4 Serving food and beverage 3.5 Clearing table 3.6 Serving Techniques 3.7 Interpersonal Skills 3.8 Verbal and Non-Verbal Communication
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Manual 4.2 Availability of Equipment, Supplies and Materials 4.3 Menu/Recipes
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning 5.4 Oral Questioning/Interview 5.5 Portfolio Assessment
6. Context of assessment	<ul style="list-style-type: none"> 6.1 Assessment may be done in the workplace or in a simulated workplace setting.

ELECTIVE COMPETENCIES**UNIT OF COMPETENCY : PROVIDE CARE AND SUPPORT TO INFANTS AND TODDLERS****UNIT CODE : HCS323301****UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to provide care and support to infants and toddlers ages from birth to three years.

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

RANGE OF VARIABLES

VARIABLES	RANGE
1. Tools and Equipment	May include: <ul style="list-style-type: none"> 1.1 Infants crib/bed 1.2 Blanket/comforters 1.3 Infant carrier 1.4 Stroller 1.5 Bassinet 1.6 Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) 1.7 Baby's Layettees 1.8 Feeding bottles with cap, ring and nipple 1.9 Thermometer 1.10 Thermometer Tray 1.11 Sterilizer 1.12 Infant's/Toddler's Formula 1.13 Bibs 1.14 Nursery Rhymes 1.15 Toys for the Crib (Mobile) 1.16 Infants/Toddlers Toys 1.17 Story Books
2. Appropriate method or Activities	May include: <ul style="list-style-type: none"> 2.1 Imitating babies' vocalizations 2.2 Talking 2.3 Singing 2.4 Laughing 2.5 Rhymes 2.6 Finger Games 2.7 Holding 2.8 Dancing 2.9 Gentle Bouncing 2.10 Substituting Activities 2.11 Playing 2.12 Distraction to an activity 2.13 Cuddles, comfort 2.14 Listening, talking with the infant or toddler quietly 2.15 Use of transition object

VARIABLES	RANGE
3. Infants/toddlers	May include: (May show distress by) 3.1 Crying 3.2 Appearing withdrawn 3.3 Squirring 3.4 Lack of eye contact 3.5 Sleeping difficulties 3.6 Whining 3.7 Not playing or not playing creatively 3.8 Repetitive display of trauma 3.9 Aggression 3.10 Regression 3.11 Speech difficulties (e.g. Stuttering) 3.12 Toilet training difficulties 3.13 Nervous tics (e.g. Cough) 3.14 Hunger 3.15 Tiredness 3.16 Discomfort 3.17 Fear 3.18 Anxiety 3.19 Boredom 3.20 Clinging behavior
4. Non Verbal Cues	May include: 4.1 Cues to indicate distress 4.2 Response to an interesting activity 4.3 Smiling 4.4 Cues that express a desire to engage in an activity of interaction
5. Comforters	May include: 5.1 Special toys 5.2 Blankets 5.3 Dummies

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PROVIDE CARE AND SUPPORT TO CHILDREN

UNIT CODE : HCS323302

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PROVIDE CARE AND SUPPORT TO ELDERLY

UNIT CODE : HCS323305

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Establish and maintain an appropriate relationship with the elderly	1.1 Self introduction by the caregiver to the elderly client is done based on established procedures. 1.2 Appropriate attitudes such as confidentiality, privacy, courtesy and respect are adhered to and demonstrated towards the elderly based on established procedures. 1.3 The elderly's own interest, rights , freedom and decision-making are supported and respected based on established procedures. 1.4 Short interpersonal exchanges with the elderly in establishing, developing and maintaining rapport are encouraged.
2. Provide appropriate support to the elderly	2.1 All support is provided to the elderly in accordance with the elderly's needs , rights, self determination and individual differences . 2.2 The elderly is encouraged and supported to participate in ceremonial, cultural, educational, recreational, religious, social, and spiritual activities as appropriately planned. 2.3 Assistance is provided at all times in order to maintain a safe and healthy environment, including minimizing physical dangers and risk of infections based on established procedures. 2.1 Proper response to situations of risks to health and safety is provided and maintained based on established procedures.
3. Provide assistance with elderly's personal care needs	3.1 Personal preferences are identified in consultation with the elderly and a plan for execution is mapped out based on established procedures. 3.2 The elderly is supported and encouraged in exercising their rights and personal preferences without compromising their safety and those of others and in accordance with established procedures. 3.3 Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify the elderly's preferences are conducted based on established procedures. 3.4 Time is scheduled to effectively listen to the elderly's preferences to maximize his/her well being .
4. Provide assistance with the elderly's personal care needs	4.1 The elderly's personal care needs (aids to daily living) are identified and assistance provided. 4.2 Specific concerns and difficulties in meeting some personal care needs are identified, clarified and modified with the elderly in order to effectively address such concerns and problem needs. 4.3 Assistive devices for providing assistance for the elderly are identified and used as appropriate. 4.4 Organizational policies and practices for reporting are followed as appropriate. 4.5 The elderly's self esteem and confidence are enhanced. 4.6 Provisions for interaction between the elderly and the community are researched and developed. 4.7 Developmental and progressing personal care needs are identified, acknowledged and provided for as appropriate. 4.8 Empathy is demonstrated in supporting and caring for the elderly's feelings of grief and loss.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Elderly rights may be detailed in	May include: 1.1 Service/outcomes standards documents 1.2 Legislation 1.3 Organizational policies and practices
2. Short interpersonal exchanges	May include: 2.1 Chatting in friendly manner 2.2 Inquiring about the elderly's health 2.3 Short casual exchanges 2.4 Effective communication 2.5 Dialogue 2.6 Question and answer/interview techniques
3. Needs of the elderly	May include: 3.1 Physical, sexual 3.2 Financial 3.3 Household assistance and maintenance 3.4 Religious 3.5 Cultural 3.6 Spiritual 3.7 Recreational 3.8 Social and emotional 3.9 Intellectual
4. Factors contributing to individual difference	May include: 4.1 Culture 4.2 Age 4.3 Economic 4.4 Social 4.5 Gender 4.6 Physical 4.7 Intellectual 4.8 Language 4.9 Spiritual 4.10 Marital Status
5. Assistance	May include: 5.1 Providing information and advice 5.2 Accompanying or providing specific services 5.3 Encouragement and support for decisions and actions 5.4 Companionship
6. Maximum well being	May include: 6.1 Independent living 6.2 Observation of own customs and cultural practices coming and going from environment with safety 6.3 Belonging to social groups 6.4 Frequent visits to and from family, relatives and friends 6.5 Companionship 6.6 Efficient care from caregiver

VARIABLES	RANGE
7. Personal care needs	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Daily living including: <ul style="list-style-type: none"> 7.1.1 Maintaining personal safety 7.1.2 Communication (speech, writing, non-verbal communication) 7.1.3 Eating and drinking 7.1.4 Eliminating 7.1.5 Breathing 7.1.6 Mobilizing and transferring (moving from place to place and position to position) 7.1.7 Attending to personal hygiene (bathing, laundering personal linen) 7.1.8 Dressing and undressing 7.1.9 Attending to own spiritual needs 7.1.10 Grooming and expressing sexuality 7.1.11 Toileting 7.1.12 Keeping appointments (Doctors, Dentists, Bankers, Lawyers) 7.1.13 SPICE (Spice, Physical, Intellectual, Creative and Emotional) activities 7.2 Daily Routine <ul style="list-style-type: none"> 7.2.1 Accessing education and employment 7.2.2 Accessing financial resources and allowances 7.2.3 Paying bills and regular outgoings 7.2.4 Shopping 7.2.5 Preparing meals 7.2.6 Climbing stairs 7.2.7 Maintaining household (cleaning, laundry, décor, repair) 7.2.8 Traveling by private and public transport 7.2.9 Interacting with others and socializing 7.2.10 Accessing leisure, recreational and sporting activities 7.3 Assisting with self-administration of medication according to: <ul style="list-style-type: none"> 7.3.1 Organizational practice and policy 7.3.2 Government regulation, policy and legislation 7.3.3 Instructions from the elderly, their trustees, medical team and significant others 7.4 Physical comfort and rest <ul style="list-style-type: none"> 7.4.1 Appropriate rest 7.4.2 Proper clothing 7.4.3 Fit dentures 7.4.4 Aids (wheelchairs, braces, walker, reading glasses) 7.4.5 Comfortable bed and chair 7.5 Privacy 7.6 Confidentiality 7.7 To be treated in a dignified, safe and comfortable manner 7.8 To express success, satisfied or own feelings
8. Assistive Devices	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Wheelchair 8.2 Walker 8.3 Cane 8.4 Crutches 8.5 Parallel Bars 8.6 Feeding Utensils 8.7 Handrails 8.9 Commode 8.10 Reading Materials

VARIABLES	RANGE
9. Appropriate communication and relationship building processes	May include: 9.1 Courtesy 9.2 Empathy 9.3 Non judgmental manner 9.4 Listening 9.5 Treating the elderly person as an individual 9.6 Respect for difference 9.6.1 Cultural 9.6.2 Physical 9.6.3 Emotional 9.6.4 Beliefs 9.6.5 Customs 9.6.6 Values 9.6.7 Religions
10 Assistance may vary according to	May include: 10.1 The ability of the worker 10.2 Mental well being 10.3 Physical well being 10.4 Social well being 10.5 Emotional well being 10.6 Creative well being
11. Factual information to identify the elderly's preferences may be gathered by	May include: 11.1 Asking questions 11.2 Observing the elderly 11.3 Asking for clarification from the elderly 11.4 Asking other significant people such as relatives, friends, staff 11.5 Listening for relevant information concerning the elderly's preferences 11.6 Offering choices and suggestions 11.7 Consulting professionals' opinions and suggestions for the elderly to consider
12. Assistance may vary according to	May include: 12.1 The ability of the worker 12.2 Mental well being 12.3 Physical well being 12.4 Social well being 12.5 Emotional well being 12.6 Creative well being
13. Processes and aides	May include: 13.1 Meals on wheels 13.2 All equipment and aids 13.3 Transport services 13.4 Around the clock caregiver 13.5 Occasional caregiver 13.6 Senior lodges accommodation 13.7 Trips to or visits from medical team
14. Reporting	May include: 14.1 Changes in appearance and behavior in accordance with reporting instructions 14.2 Medicine chart 14.3 Observation log book 14.4 Incident and Accident Reports

VARIABLES	RANGE
15. Reporting may be to	May include: 15.1 Supervisors 15.2 Colleagues 15.3 Health workers 15.4 Administrator 15.5 Health care services 15.6 Emergency services 15.7 Community care 15.8 Social services 15.9 Relatives
16. Reporting may be via	May include: 16.1 Telephone 16.2 Hand over reports 16.3 Face to face 16.4 Written
17. Social and personal well being	May include: 17.1 Being independent 17.2 Maintenance of personal contacts 17.3 Control of financial affairs 17.4 Coming and going from environment within safety requirements 17.5 Observation of own customs and cultural practices 17.6 Exercising legal, social and other obligations and responsibilities 17.7 Keeping and maintaining personal possessions 17.8 Privacy 17.9 Access and entitlement to respite and other services 17.10 Maintaining community participation 17.11 Participation in programs and activities 17.12 Sharing knowledge and skills
18. Well being may vary according to	May include: 18.1 Service provision environment e.g. independent living, residential care facility, day center 18.2 Health Status 18.3 Worker's Role 18.4 SPICE Status
19. Provision of aids	May include: 19.1 Referral to advisory centers 19.2 Information
20. Spiritual needs	May include: 20.1 Formal and informal religious observance 20.2 Need for private time and space for contemplation 20.3 Ceremonial Observances
21. Aids	May include: 21.1 Mobility 21.2 Hearing 21.3 Speech 21.4 Vision
22. The elderly's self esteem and confidence may be encouraged by	May include: 22.1 Assisting the elderly with difficult tasks 22.2 Clarifying and discussing the elderly's abilities and disabilities 22.3 Encouraging the elderly to try new activities
23. Psychological needs	May include: 23.1 Freedom from undue stress 23.2 Self-esteem 23.3 Purpose 23.4 Personal identity 23.5 Life stage development

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Worked within roles and responsibilities in a manner which accommodates and accepts individual differences of the elderly 1.2 Established and maintained appropriate relationship with the elderly 1.3 Provided appropriate support and assistance with the elderly's personal care needs 1.4 Understood and adhered to own roles and responsibilities 1.5 Understood accountability and responsibility of supervisors and colleagues 1.6 Consulted with the elderly, including asking questions, observing, listening and suggesting 1.7 Recognized and understood the elderly's rights and personal preferences including the ability to list the elderly's preferences. 1.8 Demonstrated a non-judgmental attitude to the different emotional, psychological and spiritual needs of the elderly in all communications
<p>2. Required Knowledge</p>	<ul style="list-style-type: none"> 2.1 Types, uses, specifications and maintenance of bathing paraphernalia 2.2 Procedures of bathing and dressing the elderly 2.3 Proper care of elders 2.4 Principles and procedures in taking vital signs 2.5 Common signs and symptoms of common illnesses 2.6 Principles and procedures of medicine administration 2.7 Relevant plan of care, roles and responsibilities of caregiver 4.1 Relevant policies, protocols and practices of the certain organizations in relation to services to the elderly 2.9 Process of ageing 2.10 Different religious, cultural, spiritual, physical and ceremonial perspectives 2.11 Causes, implications and treatment of dementia and other elderly related conditions 2.12 Depending on the work, roles or services provided, specific knowledge of particular groups or issues may be required like: <ul style="list-style-type: none"> 2.12.1 Alcohol and other drugs 2.12.2 Cultural and linguistics diversity 2.12.3 Risk of self harm 2.12.4 Women 2.12.5 Men 2.12.6 Community education 2.12.7 Mental health 2.13 Common problems of the elderly and their ramifications 2.14 Different cultural requirements and preferences 2.15 Factors giving rise to grief and loss in the elderly 2.16 Safety risks to the elderly 2.17 Major systems of the body

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

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

UNIT CODE : HCS323306

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

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

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

RANGE OF VARIABLES

VARIABLES	RANGE
1. Tools and equipment	May include: 1.1 Bed with side rails 1.2 Night Light 1.3 Handrails 1.4 Assistive device (wheelchair, cane, walker and crutches 1.5 Commode 1.6 Feeding Utensils 1.7 Clock 1.8 Reading Materials 1.9 Activity Kit
2. Individual differences	May include: 2.1 Daily living such as: 2.1.1 Culture 2.1.2 Age 2.1.3 Economic 2.1.4 Social 2.1.5 Gender 2.1.6 Physical 2.1.7 Emotional 2.1.8 Intellectual 2.1.9 Language 2.2 Rights may be detailed in: 2.2.1 Service/outcomes standards 2.2.2 Legislation 2.2.3 Organizational policies and practice 2.3 Support will be in the Context for services offered including: 2.3.1 Personal support 2.3.2 Employment support 2.3.3 Community access 2.3.4 Accommodation support 2.3.5 Lifestyle support
3. Assistance	May include: 3.1 Providing information 3.2 Assistance with mobility or providing specific support such as transport 3.3 Encouragement and support for decisions and and actions 3.4 General household assistance and maintenance
4. Differences	May include: 4.1 Individual (age, gender, ability, history, personal preferences) 4.2 Cultural 4.3 Spiritual 4.4 Sexual preference
5. Rights	May include: 5.1 Choose for oneself 5.2 Have meaningful work 5.3 Privacy 5.4 Dignity 5.5 Confidentiality 5.6 Self determination 5.7 Appropriate support 5.8 Skill development 5.9 Advocacy 5.10 Being treated as a valued individual 5.11 Fair treatment 5.12 Right to enter into a relationship 5.13 Right to express sexuality
6. Responsibilities	May include: 6.1 Act within the law 6.2 Treat others with consideration and respect 6.3 Abide by family obligations 6.4 Abide by the policies and procedures of the services being used

VARIABLES	RANGE
7. Personal needs may include providing assistance with	May include: 7.1 Daily living including: 7.1.1 Maintaining personal safety 7.1.2 Communication (speech, writing, non-verbal communication) 7.1.3 Eating and drinking 7.1.4 Eliminating 7.1.5 Breathing 7.1.6 Mobilizing and transferring (moving from place to place and position to position) 7.1.7 Attending to personal hygiene (bathing, laundering personal linen) 7.1.8 Dressing and undressing 7.1.9 Attending own spiritual needs 7.1.10 Grooming and expressing sexuality 7.2 Physical/instrumental activities of daily living: 7.2.1 Accessing education and employment 7.2.2 Accessing financial resources and allowances 7.2.3 Paying bills and regular outgoings 7.2.4 Shopping 7.2.5 Preparing meals 7.2.6 Climbing stairs 7.2.7 Maintaining household (cleaning, laundry, décor, repairs) 7.2.8 Traveling by private and public transport 7.2.9 Interacting with others and socializing 7.2.10 Accessing leisure, recreational and sporting activities 7.3 Assisting with self-administration of medication according to: 7.3.1 Organizational practice and policy 7.3.2 Government regulation, policy and legislation 7.4 Physical comfort and rest 7.5 Pain management 7.6 Maximization of independence and personal preferences 7.7 Empowerment e.g. Enhancing of clients ability to communicate, act independently and uphold rights and responsibilities
8. Strategies to meet needs	May include: 8.1 Responding to requirements arising from differences 8.2 Utilizing personal support equipment e.g. chair lifts, wheelchairs, hearing impaired phones, etc. 8.3 Enlisting specialist skills
9. Support may be provided	May include: 9.1 In the clients home 9.2 At residential or other services
10. Relevant legislation and policies on health and safety	May include: 10.1 Occupational health and safety 10.2 State health acts 10.3 EEO legislation 10.4 Organizational policies and guidelines 10.5 Daily living 10.6 Medications 10.7 Dealing with changes in physical or mental well being 10.8 Occupational Health and Safety 10.9 Sexual Harassment 10.10 Abuse prevention
11. Prevention and management of challenging behavior	May include: 11.1 Recognizing triggers and deflecting them 11.2 Using active listening and observation skills 11.3 Ensuring effective communication 11.4 Seeking expert assistance

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Established and maintained appropriate relationship with people who have special needs 1.2 Provided appropriate support to people with special needs 1.3 Assisted in maintaining the well being of people with special needs 1.4 Assisted people with special needs to identify and meets their needs
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Relevant organizational policies and procedures and responsibilities within it 2.2 Relevant policies, protocols and practices of the organization in relation to own work activities 2.3 Basic knowledge of different types of disabilities and their effects on clients need 2.4 Understanding of support requirements for people with special needs 2.5 Different religious, cultural, spiritual, physical, specific knowledge of particular groups or issues may be required like the following: <ul style="list-style-type: none"> 2.5.1 Alcohol and other drugs 2.5.2 Cultural and linguistic diversity 2.5.3 Risk of self harm 2.5.4 Women 2.5.5 Men 2.5.6 Community education 2.5.7 Mental health 2.6 Organizational philosophy and goals 2.7 Legislative provision in relation to the rights of people with disabilities 2.8 Basic knowledge of human, social, psychological, cognitive and physical development 2.9 Role and responsibility of self and others in the organization 2.10 Organization's definition of challenging behavior 2.11 Relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use 2.12 Impact of particular types of disability 2.13 Principles of empowerment/disempowerment in relation to people with special needs 2.14 Occupational health and safety guidelines 2.15 Cultural factors affecting people with special needs requirements 2.16 Understanding of regulations and guidelines governing the handling of medication

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

UNIT OF COMPETENCY : **ASSIST IN THE CARE OF ANIMALS**

UNIT CODE : **HCS913401**

UNIT DESCRIPTOR : This unit of competency covers introductory level skills in the basic care of quiet, well-handled animals under supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Explore workplace activities and basic terminology	1.1 Industry terminology is used to describe and identify animal care workplace activities. 1.2 <i>Animal care workplace tasks</i> are identified and ranked in order of importance to animal wellbeing and general health. 1.3 Potential <i>occupational health and safety (OHS) risks</i> when working with animals are identified and reporting requirements confirmed. 1.4 <i>Daily workplace information and documentation</i> requirements are confirmed with supervisor.
2. Maintain a clean workplace	2.1 Floors benches and other flat areas are cleaned in accordance with workplace protocols. 2.2 Animal housing areas are cleaned in accordance with workplace protocols. 2.3 Waste and soiled bedding is disposed of in accordance with workplace protocols.
3. Assist in feeding animals	3.1 Food stuffs are identified and categorized for specific animal dietary needs. 3.2 Equipment used in food preparation and distribution is made ready for use. 3.3 Assistance is provided to experienced staff in the preparation and distribution of meals. 3.4 Equipment and materials are cleaned and stored in accordance with organizational policies and procedures.
4. Report basic animal behavior and health status	4.1 <i>Characteristics of animal behavior</i> are identified. 4.2 Signs of healthy, sick or distressed animals are identified and behavior and health status is reported to supervisor.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Animal care workplace tasks	May include: 1.1 Assisting in health care of animals 1.2 Enclosure and bed cleaning and bedding replacement 1.3 Equipment and consumables stocktake and ordering 1.4 Exercising animals 1.5 Feeding and watering animals 1.6 Following environmentally sustainable work practices 1.7 Grooming and animal cleaning 1.8 Information collection, record and resource update 1.9 Observing animal behavior and reporting 1.10 Taking messages and relaying information to appropriate person 1.11 Cleaning workplace and equipment.
2. OHS risks when working with animals	May include: 2.1 Animal bites, envenomation, kicks, scratches and crush injuries 2.2 Biological hazardous waste and sharps disposal 2.3 Handling of chemicals and medicines 2.4 Gas leakage 2.5 Inhalation of aerosol particles 2.6 Intraocular contamination 2.7 Manual handling, including carrying, lifting and shifting 2.8 Needle pricks and cuts from other sharps 2.9 Release of infective agents (animal and human) 2.10 Slippery or uneven work surfaces 2.11 Zoonoses.
3. Daily workplace information and documentation	May include: 3.1 Accident and incident records 3.2 Animal feeding, health and treatment records 3.3 Animal identification and history 3.4 OHS and emergency procedures and contact information 3.5 Equipment inventory, damage and repairs registers 3.6 Provisions records of current stock and items used and items required 3.7 Staff work roster.
4. Characteristics of animal behavior	May include: 4.1 Indicators of stress: 4.1.1 Aggressive behavior 4.1.2 Subdued behavior 4.1.3 Trembling 4.1.4 Vocalization 4.2 Confidence and willingness to be approached gestures: 4.2.1 Relaxed body tone and tail wagging 4.2.2 Standing still or remaining sitting or laying down when approached 4.3 Defensive gestures: 4.3.1 Defending territory, other animals or food 4.3.2 Growling, barking, hissing and spitting 4.3.3 Hair on topline being raised 4.3.4 Lunging forward 4.3.5 Pecking 4.3.6 Striking out with paws 4.4 Submissive gestures: 4.4.1 Lowering body 4.4.2 Rolling onto back 4.4.3 Tail between legs 4.4.4 Turning away from handler.

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires that the candidate:</p> <ol style="list-style-type: none"> 1.1 Confirmed industry terminology used to describe daily work routines and to report observations and activities to supervisor 1.2 Cleaned work areas and animal housing in accordance with OHS and organization policies and procedures 1.3 Assisted in the preparation and distribution of food under supervision 1.4 Related basic animal behavior to animal categories and report observations of live animal behavior and health status to supervisor. <p>The skills and knowledge required to assist in the care of animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.</p>
2. Required knowledge	<ol style="list-style-type: none"> 2.1 Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal feeding and cleaning of housing 2.2 Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs 2.3 Basic nutritional requirements for animals, including water 2.4 cleaning techniques and related safety issues for general workplace and animal housing 2.5 Principles of animal welfare and ethics 2.6 Processes that support environment and resource efficiencies 2.7 Relevant organizational policies and procedures, including OHS and emergency procedures, animal welfare and waste disposal requirements 2.8 Safe work practices 2.9 Storage, preparation and presentation requirements for food 2.10 Types of food and food supplements and their basic role in animal diets 2.11 Types of information that has to be reported and recorded in animal care workplaces 2.12 Workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.
3. Required skills	<ol style="list-style-type: none"> 3.1 Employ safe and environmentally responsible organizational systems and procedures when handling animals and feed 3.2 Document and report basic workplace information related to the daily care of animals 3.3 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 3.4 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace 3.5 Undertake work with animals as directed under supervision 3.6 Use equipment and materials correctly and in accordance with manufacturers' specifications

	<p>3.7 Numeracy skills to estimate, calculate and record routine workplace measures</p> <p>3.8 Oral communication skills/language to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</p> <p>3.9 Interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds</p> <p>3.10 Problem-solving skills to select required materials and equipment and prioritize tasks</p> <p>3.11 Use safe manual handling techniques and/or equipment</p> <p>3.12 Use safe waste handling and disposal procedures.</p>
4. Resource Implications	<p>The following resources should be provided:</p> <p>4.1 Animal care workplace</p> <p>4.2 Materials, tools and equipment relevant to the proposed activity or task</p>
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <p>5.1 Written examination</p> <p>5.2 Interview</p> <p>5.3 Demonstration with questioning</p>
6. Context of Assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated workplace setting.</p>

- UNIT OF COMPETENCY** : **PROVIDE ANIMAL CARE HYGIENE ROUTINES**
- UNIT CODE** : **HCS913402**
- UNIT DESCRIPTOR** : This unit of competency covers the responsibilities and procedures required to provide daily care of animals, including the cleaning of animal housing and grooming or cleaning of animals under supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Confirm workplace animal care routine schedules	1.1 Daily, weekly and periodical workplace routine schedules are identified and confirmed with (supervisor) appropriate household staff 1.2 Personal workplace responsibilities are clarified. 1.3 Workplace schedule and recording documents are collected and updated as required.
2. Check animals	2.1 Animals under personal responsibility during (shift) household work are clarified. 2.2 Animal status is verified via records or verbal reports. 2.3 Animals are counted and basic behavior is noted at beginning of (shift) household work. 2.4 Changes in animal numbers, behavior or condition are reported to (supervisor.) appropriate household staff 2.5 Animals under personal responsibility are checked and status reported.
3. Maintain a clean workplace	3.1 Floors benches and other flat areas are cleaned in accordance with workplace (protocols) SOPs. 3.2 Animal housing areas are cleaned in accordance with workplace (protocols) SOPs 3.3 Waste and soiled bedding is disposed of in accordance with workplace (protocols.) SOPs. 3.4 Damage to housing and equipment is identified and reported. 3.5 Post-cleaning procedures are completed.
4. Complete hygiene practices for animals	4.1 Hygiene control methods for a range of animals are identified and practiced. 4.2 Basic animal hygiene inspection is performed and cleaning needs of nominated animals are identified. 4.3 Animals are bathed or cleaned under supervision. 4.4 Grooming techniques are determined in accordance with individual animal requirements. 4.5 Animals are groomed according to individual needs under supervision.
5. Complete post-hygiene care of animals	5.1 Animals are returned to housing. 5.2 Washing equipment is cleaned and stored. 5.3 Grooming tools are cleaned, checked and stored. 5.4 Damaged tools are reported to (supervisor.) appropriate household staff. 5.5 Supplies are audited and documented in accordance with workplace procedures. 5.6 Workplace documents are updated as required.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Workplace routines	May include: 1.1 Assisting others in completion of tasks within limits of current level of competence 1.2 Catching and handling animals under supervision 1.3 Checking animals for signs of distress, illness and injury 1.4 Checking security and repair of animal housing, equipment and general facility 1.5 Cleaning and grooming animals under supervision 1.6 Cleaning and preparation of animal cages, enclosures, exhibits, displays, general work areas, office, reception and customer service areas 1.7 Confirming all animals are in their cages or enclosures 1.8 Documenting work tasks in accordance with workplace procedures 1.9 Operating general equipment used to complete workplace cleaning routines 1.10 Picking up rubbish, removing branches or other unsightly items not part of exhibit or animal housing 1.11 Reporting animal health concerns to supervisor 1.12 Stocktaking and re-supply of items 1.13 Timeframes for completing tasks.
2. Animals	May include: 2.1 Animals commonly encountered within the industry workplace and may cover both native and introduced species 2.2 Animals from the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates).
3. Animal status	May include: 3.1 Counting animals 3.2 Observing and reporting unusual behavior for nominated animal: 3.3 Aggression or docility (depending on animal) 3.4 Disinterest in surroundings, other animals, people or usual stimuli 3.5 Excessive licking, scratching and rubbing 3.6 Lethargy 3.7 Nest building 3.8 Self mutilation 3.9 Trembling 3.10 Vocalizing 3.11 Observing and reporting indicators of illness or injury: 3.11.1 Bleeding 3.11.2 Changes in drinking or eating patterns 3.11.3 Lameness or reluctance to move and vocalizing when attempting to move 3.11.4 Swelling 3.11.5 Unusual amounts, color or texture of feces.
4. Maintaining a clean workplace	May include: 4.1 Animal housing: 4.1.1 Adjusting animal housing features according to weather and climatic conditions 4.1.2 Collection and removal of feces 4.1.3 Completing cleaning routines for sick or quarantined animals to avoid cross-contamination 4.1.4 Emptying and cleaning water and feeding receptacles using approved cleaning products and methods 4.1.5 Refilling water containers 4.1.6 Removing rubbish from housing and surrounding areas

VARIABLES	RANGE
	<ul style="list-style-type: none"> 4.1.7 Removing soiled bedding and disposing in approved area 4.1.8 Replacement of housing furniture items, such as vegetation and behavior stimulation items under direction of supervisor 4.1.9 Resetting of clean bedding materials 4.1.10 Washing down of toilet areas to remove urine and faeces using approved cleaning products and methods 4.2 General work area cleaning: <ul style="list-style-type: none"> 4.2.1 Emptying rubbish bins, picking up general litter within the workplace 4.2.2 Vacuuming, sweeping, floor cleaning 4.2.3 Using non-disrupting cleaning methods to control potential biohazards, when required 4.2.4 Washing and wiping down work areas, benches and equipment 4.3 Storing equipment to avoid slip and trip hazards 4.4 Reporting damaged equipment.
5. Hygiene control practices	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Aseptic technique 5.2 Checking animals skin, coat, shell, carapace or other external features for: <ul style="list-style-type: none"> 5.2.1 Foreign objects such as grass seeds, sticks or other vegetation and hardware, such as nails 5.2.2 General condition 5.2.3 Signs of coat, skin, shell and carapace shedding 5.2.4 Signs of damage, including cracks, breaks, splits, exudates and, tenderness 5.2.5 Signs of dirt, feces, food or other items 5.2.6 Signs of parasites, including presence of eggs, blisters or other lesions, rubbed areas of coat, skin texture changes and color changes 5.3 Completing infection control procedures as required 5.4 Grooming animals to remove shedding coat or skin, if required, or for general health and wellbeing 5.5 Isolating potentially contagious or ill animals under supervision 5.6 Personal hygiene practices especially washing and drying hands (e.g. before and after animal contact) 5.7 Providing housing furnishings to assist animal to complete own shedding process 5.8 Referring to supervisor animals that may require: <ul style="list-style-type: none"> 5.8.1 Wound and injury management treatment 5.8.2 Examination in relation to potential contagious conditions 5.8.3 repairs to shell 5.9 Use of personal protective equipment 5.10 Washing animal to remove dirt, foreign objects, parasites and other undesirable items.
6. Workplace documents	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Animal health records 6.2 Chemical register 6.3 Diary, rosters and task completion and timeframe records 6.4 Equipment use, damage and repair register 6.5 Facility damage and repair register 6.6 Incident reports 6.7 Message recording systems 6.8 Stock control records 6.9 Safe operating procedures.

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires that the candidate:</p> <ol style="list-style-type: none"> 1.1 Confirmed animal care routines required, clean and maintain animal housing and related facilities 1.2 Maintained animal comfort and health through cleaning and grooming of animals 1.3 Reported and documented personal animal care duties 1.4 Monitored animals and reported issues as required according to workplace protocols and procedures. <p>The skills and knowledge required to complete animal care hygiene routines must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.</p>
2. Required Knowledge	<ol style="list-style-type: none"> 2.1 Animal care and hygiene principles 2.2 Animal housing cleaning techniques and equipment 2.3 Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal handling and cleaning of housing 2.4 Basic animal grooming techniques and equipment 2.5 Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs 2.6 Common diseases, ailments, injuries and other impacts on animal health and wellbeing 2.7 Housing, exercise, social and activity needs of animals 2.8 Indicators of poor response to treatment or management of young, ill, injured or compromised animals 2.9 Organization policies, procedures and requirements, including OHS and emergency procedures 2.10 Principles of animal welfare and ethics 2.11 Protocols, legal and ethical considerations in documenting observations, measurements, treatments and decisions on animal care 2.12 Regulations relating to the disposal of hazardous waste 2.13 Relevant occupational health and safety (OHS) and animal welfare legislative requirements and codes of practice 2.14 Safe animal handling techniques and procedures 2.15 Safe use of chemicals and cleaning agents 2.16 Terminology used to identify animals and describe their behavior 2.17 Workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.
3. Required Skills	<ol style="list-style-type: none"> 3.1 Employ safe and environmentally responsible organizational systems and procedures when working with animals 3.2 Identify common indicators of the presence of disease injury, compromised health or distress in animals 3.3 Interpret and report basic workplace information related to the daily care of animals

	<p>3.4 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection</p> <p>3.5 Observe, document and report findings on animal health and behavior using workplace protocols and procedures</p> <p>3.6 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace</p> <p>3.7 Prepare materials, tools and equipment</p> <p>3.8 Use equipment and materials correctly and in accordance with manufacturers' specifications</p> <p>3.9 Literacy skills to follow sequenced written instructions, and record information accurately and legibly</p> <p>3.10 Oral communication skills/language to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</p> <p>3.11 Numeracy skills to estimate, calculate and record routine workplace measures</p> <p>3.12 Interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities</p> <p>3.13 Use safe manual handling techniques and/or equipment</p> <p>3.14 Use safe waste handling and disposal procedures.</p>
4. Resource Implications	<p>The following resources should be provided:</p> <p>4.1 Animal care work place</p> <p>4.2 Materials, tools and equipment relevant to the proposed activity or task</p>
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <p>5.1 Written Examination</p> <p>5.2 Interview</p> <p>5.3 Demonstration with questioning</p>
6. Context of Assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated workplace setting.</p>

UNIT OF COMPETENCY : TRIM AND PRUNE LANDSCAPE PLANTS

UNIT CODE : AGR611376

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to trim and prune landscape plant based on the purposes of such landscape maintenance activity.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Identify trimming and pruning requirements	1.1 Landscape plants and their parts that are in need of trimming and pruning are distinguished according to landscape maintenance standards (LMS). 1.2 Purpose and method of pruning are determined according to LMS. 1.3 Utility services are located using site plans and in consultation with concerned persons or authority . 1.4 Access to the site is determined in consultation with concerned persons or authority. 1.5 Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to concerned persons or authority.
2. Prepare for trimming and pruning operations	2.1 Tools, supplies and equipment are prepared in accordance with the work requirements. 2.2 Pre-operational and safety checks are carried out on tools and equipment according to manufacturer's specifications and industry work practices. 2.3 Prescribed safety and personal protective equipment (PPE) is selected, used and maintained.
3. Perform trimming and pruning	3.1 Safety and warning devices are installed around the site during and between work periods. 3.2 Landscape plants are trimmed and pruned in accordance with work program and LMS. 3.3 Trimming and pruning of landscape plants are done using prescribed tools and equipment. 3.4 Sterilizing agent/compound are applied on pruning wounds in accordance with LMS. 3.5 Tasks are conducted using appropriate PPE.
4. Perform post-trimming and pruning activities	4.1 Trimming and pruning wastes are collected and disposed from the site in accordance with environmental standards and LMS. 4.2 Recommended manual handling techniques are used when lifting or moving heavy loads. 4.3 Tools and equipment are cleaned, maintained and stored according to LMS. 4.4 Maintenance of clean and safe area is undertaken throughout and on completion of work. 4.5 Work outputs are recorded or reported to concerned persons or authority according to industry practices.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Landscape plants	May include: 1.1 Shrubs and hedges 1.2 Vines 1.3 Palms 1.4 Bamboos 1.5 Trees
2. Purpose	May include: 2.1 Create and maintain form and shape of landscape plant 2.2 Promote health 2.3 Direct or control growth 2.4 Encourage flowering and fruiting 2.5 Remove/minimize risk/hazard
3. Utility services	May include: 3.1 Aboveground utilities 3.1.1 Electrical and communication lines 3.1.2 Cable/TV lines 3.2 Underground utilities 3.2.1 Irrigation and domestic water distribution lines 3.2.2 Electrical and communication lines 3.2.3 Cable/TV lines 3.2.4 Drainages and sewerages
4. Concerned persons or authority	May include: 4.1 Supervisor 4.2 Property management officer 4.3 Home owner 4.4 Inspector
5. Hazards	May include: 5.1 Disturbance or interruption of services 5.2 Solar radiation 5.3 Pollutants (e.g. gaseous, suspended particulate matters) 5.4 Noise 5.5 Manual handling of moving powered equipment or parts, sharp tools and materials 5.6 Uneven landforms/surfaces 5.7 Flying and falling objects
6. Risks	May include: 6.1 Risk to co-workers, equipment, other people and animals external to the workplace (e.g. members of the public, stray pets and wildlife) 6.2 Risk to natural environment

VARIABLE	RANGE
7. Tools, supplies and equipment	May include: 7.1 Hedge trimmers (HT): Power and manual 7.2 Shears: Pruning, loping 7.3 Saws: Pruning saws, chain saws, bow saws 7.4 Pole/Tree pruner 7.5 Telescopic shaft/high branch pruning chain saws 7.6 Ladder/adjustable ladder 7.7 Basket type boom/cherry picker 7.8 Sterilizing agent/pruning compound
8. Safety and PPE	May include: 8.1 Early warning devices 8.2 Overall 8.3 Gloves 8.4 Goggles 8.5 Ear muff/plugs 8.6 Gas mask 8.7 Safety belt/harness 8.8 Climbing ropes/gadgets 8.9 Hard hat 8.10 Shoes/safety shoes 8.11 Reflectorized vest (depends on location of work)
9. Early warning devices	May include: 9.1 Traffic cones 9.2 Warning tapes 9.3 Warning signage
10. Sterilizing agent/compound	10.1 Coal tar 10.2 Bituminous pruning compound 10.3 Latex Paint with fungicide 10.4 Fungicide
11. Trimming and pruning wastes	May include: 11.1 Tops or shoots 11.2 Branches 11.3 Twigs 11.4 Leaves 11.5 Flowers and fruits
12. Maintenance of clean and safe area	May include: 12.1 Keeping public access paths and roads clear of debris, waste, tools and equipment 12.2 Disabling tools and equipment after use 12.3 Using signage and barriers where necessary 12.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified trimming and pruning requirements 1.2 Prepared supplies, materials, tools, equipment and PPE 1.3 Trimmed and pruned landscape plants 1.4 Applied sterilizing agent/compound 1.5 Performed post-trimming and pruning operations 1.6 Observed OHS practices
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Types of landscape plants, their characteristics and growth habit 2.2 Techniques, principles and procedures of trimming and pruning applicable to plant types and plant factors, environmental and cultural considerations and objectives of the tasks 2.3 Effects of trimming and pruning operations on plant growth and development 2.4 Functions and uses of tools and equipment 2.5 Hygiene practices and plant health principles relevant to trimming and pruning 2.6 Hazards/risks and responsibilities associated with working in a publicly accessible situation 2.7 Values: <ul style="list-style-type: none"> 2.7.1 Diligence 2.7.2 Time consciousness 2.7.3 Cost consciousness 2.7.4 Hygiene consciousness 2.7.5 Persistence 2.7.6 Systematic and organized
3. Required Skills	<ul style="list-style-type: none"> 3.1 Using of appropriate tools and equipment and prescribed safety/protective devices 3.2 Understanding work procedures 3.3 Participating in teams and contributing to team objectives 3.4 Communication skills in receiving instructions and rendering even simple oral and written reports 3.5 Maintaining tools and equipment 3.6 Minimizing environmental disturbances
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Landscape plants and/or landscaped area 4.2 Tools, equipment and supplies relevant to the activity 4.3 Protective/safety gadgets
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation with Oral Questioning 5.2 Interview 5.3 Portfolio
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : PERFORM WEEDING AND CULTIVATION**UNIT CODE : AGR611377**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to conduct weeding operations and soil cultivation activities. This is purposely to minimize competition and to improve soil aeration and water absorption/retention, respectively for better growth and development of the landscape plants.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Determine requirements for weeding and cultivation activity	1.1 Weed species and “volunteer” plants (“invaders”) that are out-of-place and considered undesirable in the landscape are identified based on specific landscape maintenance guidelines or as per instructions. 1.2 Landscape areas needing weeding and cultivation are identified based on instructions or in accordance with LMS
2. Prepare for weeding and cultivation operation	2.1 List of weeds and “volunteer plants” and the map of specific landscape areas are prepared and secured 2.2 Method and purpose of weeding are determined based on the type of weed species and out-of-place “volunteer” species 2.3 Tools, supplies and equipment needed are made ready and available for use according to the types of weeds and “volunteer” species that needs removal 2.4 Appropriate safety protective devices are prepared for use
3. Conduct weeding and removal of “volunteer” species	3.1 Weeds and out-of-place “volunteer” plant species in the landscape are removed and disposed in accordance with landscape maintenance standard or as per instructions. 3.2 Weeds and out-of-place “volunteer” plant species are removed using prescribed tools and equipment 3.3 Tasks are done using appropriate safety/protective devices
4. Determine compacted soil	4.1 Compacted soil or soil that is having problem with aeration, water infiltration and conditions for root development is determined as per established practice 4.2 Effects of compacted soil on root development and anchorage are recognized 4.3 Method and purpose of soil cultivation are determined based on the conditions of the soil
5. Cultivate compacted soil	5.1 Compacted soil is cultivated simultaneous with weeding operations in accordance with landscape maintenance standards or as per instructions 5.2 Soil cultivation is done using appropriate tools and equipment 5.3 Task is performed using prescribed safety/protective devices
6. Perform post-weeding and soil cultivation activities	6.1 Tools and equipment are cleaned, maintained and stored as per instruction of in accordance with LMS 6.2 Maintenance of clean and safe area is undertaken throughout and on completion of work 6.3 Work outputs are recorded or reported to concerned persons or authority according to industry practices

RANGE OF VARIABLES

VARIABLES	RANGE
1. Weed species and volunteer plants (invaders)	May include: 1.1 Weeds 1.1.1 Grass 1.1.2 Sedges 1.1.3 Shrubs 1.1.4 Vines 1.2 Out-of-place “volunteer” plant species are those that grow naturally in the site and are competing with desirable plants, making the site ugly and/or are eye-sore in the landscape. Volunteer species can be landscape plants but is not included in the landscape design
2. Landscape areas	May include: 2.1 Lawn 2.2 Flower beds 2.3 Hedges and shrubs landscape area 2.4 Tree lawn or tree planting verges
3. Methods of weed control	May include: 3.1 Manual weeding 3.2 Mechanical weeding 3.3 Chemical weeding
4. Purpose of weeding	May include: 4.1 Release the desirable landscape plants from competition of weeds and out-of-place “volunteer” species 4.2 Improve the health conditions of the landscape plants 4.3 Lessen susceptibility of the landscape plants from pest and disease attack
5. Methods of soil cultivation	May include: 5.1 Manual 5.2 Mechanical
6. Purpose of soil cultivation	May include: 6.1 Improve soil structure, porosity, aeration and water infiltration 6.2 Improve conditions for root system development and root anchorage 6.3 Improve water and nutrient absorption 6.4 Enhance soil macro and micro-organisms activity
7. Supplies, tools and equipment for weeding operations	May include: 7.1 Small bolo “dulos” 7.2 Scythe (“Karit”) 7.3 Small round/flat bar 7.4 Spade 7.5 Trowel 7.6 Chemicals (Types: Selective herbicide; Wide spectrum)
8. Tools and equipment for soil cultivator	May include: 8.1 Small bolo (“dulos”) 8.2 Small round/flat bar 8.3 Spade 8.4 Soil cultivating machine
9. Protective/safety devices used in weeding and cultivation	May include: 9.1 Goggles 9.2 Overalls, gloves 9.3 Reflectorized vest (depends on location of work)
10. Maintenance of clean and safe area	May include: 10.1 Keeping public access paths and roads clear of debris, waste, tools and equipment 10.2 Disabling tools and equipment after use 10.3 Using signage and barriers where necessary 10.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined requirements for weeding and cultivation activity 1.2 Prepared for weeding and cultivation operation 1.3 Conducted weeding and removal of “volunteer” plant species 1.4 Determined compacted soil 1.5 Cultivated compacted soil 1.6 Conducted post weeding and soil cultivation operations 1.7 Used/operated tools and equipment properly 1.8 Used prescribed protective/safety gadgets
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Recognition of the effects of weeds and undesirable “volunteer” species (invaders) on landscape plants 2.2 Knowledge in distinguishing weeds and undesirable “volunteer” species 2.3 Use of weed control and soil cultivation method 2.4 Functions, uses and maintenance of tools and equipment 2.5 Values: <ul style="list-style-type: none"> 2.5.1 Diligence 2.5.2 Time consciousness 2.5.3 Cost consciousness 2.5.4 Hygiene consciousness 2.5.5 Persistence 2.5.6 Systematic and organized
3. Required Skills	<ul style="list-style-type: none"> 3.1 Use of appropriate tools and equipment and prescribed protective/safety devices in weeding and soil cultivation 3.2 Communication skills in receiving instructions and rendering even verbal reports about the completed task
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Landscape area 4.2 Necessary tools and equipment 4.3 Relevant supplies and materials
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation with Oral Questioning 5.2 Interview 5.3 Portfolio
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : WATER PLANTS

UNIT CODE : AGR611379

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to maintain the health and vigor of the landscape plants through proper watering/irrigation.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Determine requirements of watering/irrigating landscape plants	1.1 Importance of water to growth and development of landscape plants and the effects of water stress (less or excess water) to plants are recognized as per established practice. 1.2 Landscape plants suffering from less or excessive watering are determined using some visually observable plant and soil conditions and/or guidelines.
2. Prepare for watering/irrigation activity	2.1 Amount and frequency of watering/irrigation of plants are determined in accordance with LMS or as per instructions. 2.2 Tools, supplies and equipment needed are prepared based on the method of watering and/or irrigation to be used. 2.3 Prescribed protective/safety devices are made ready and available for use.
3. Conduct watering/irrigation of plant	3.1 Watering or irrigating of plants is done in accordance with the basic principles or standard practice or as per instructions. 3.2 Watering/irrigation is performed using the irrigation tools and equipment appropriate to the methods selected. 3.3 Task is performed using the prescribed protective/safety gadgets.
4. Perform post-watering/irrigation activities	4.1 Tools and equipment are cleaned, maintained and stored as per instruction of in accordance with LMS. 4.2 Maintenance of clean and safe area is undertaken throughout and upon completion of work. 4.3 Work outputs are recorded or reported to concerned persons or authority according to industry practices.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Importance of water to plants	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Maintains of vital physiological processes in plants 1.2 Primary raw material for photosynthesis or food manufacture 1.3 Maintains of turgidity of the cells 1.4 Helps in the translocation of nutrients, food and other assimilates 1.5 Maintains the health conditions of the plant
2. Plant conditions	<p>May include:</p> <p>Visually observable conditions of plants suffering from water stress</p> <ul style="list-style-type: none"> 2.1 Wilting and die back 2.2 Change in color and appearance of the leaves 2.3 Premature falling of leaves/defoliation
3. Soil conditions	<p>May include:</p> <p>Visually observable conditions of soil suffering from water stress</p> <ul style="list-style-type: none"> 3.1 When dry <ul style="list-style-type: none"> 3.1.1 Too dusty 3.1.2 Cracks on soil 3.2 When waterlogged or over-watered <ul style="list-style-type: none"> 3.2.1 Too wet 3.2.2 Muddy
4. Amount and frequency of watering	<p>May include:</p> <p>Determining when and how much to irrigate may include:</p> <ul style="list-style-type: none"> 4.1 Observation of the conditions of the plant 4.2 Observation of the conditions of the soil 4.3 Use of moisture meter
5. Methods of watering/irrigation	<p>May include:</p> <p>The methods of watering depends on the kind of landscape plants/landscape areas and available facilities:</p> <ul style="list-style-type: none"> 5.1 Overhead irrigation: overhead sprinkler, pop-up etc. 5.2 Drip irrigation 5.3 Furrow irrigation 5.4 Basin irrigation
6. Tools and equipment	<p>May include:</p> <p>Depending on the method, the following may be needed:</p> <ul style="list-style-type: none"> 6.1 Water hose with and without sprinklers 6.2 Water truck 6.3 Irrigation system installed 6.4 Plumbing tools
7. Protective/safety devices	<ul style="list-style-type: none"> 7.1 Overalls 7.2 Gloves 7.3 Hat/hard hat 7.4 Rain boots 7.5 Reflectorized vest (depends on the location of work)
8. Maintenance of clean and safe area	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Keeping public access paths and roads clear of debris, waste, tools and equipment 8.2 Disabling tools and equipment after use 8.3 Using signage and barriers where necessary 8.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined requirements of watering/irrigating plants 1.2 Recognized importance of water to plants and the consequent effects of less or over-watering 1.3 Distinguished plants needing watering and plants in excess of watering or suffering from waterlogged conditions 1.4 Prepared for watering/irrigation activity as per instructions 1.5 Conducted watering/irrigation using the prescribed tools, supplies and equipment and in accordance with standard practice 1.6 Performed post-watering/irrigation activity
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Procedures and techniques in watering/irrigation 2.2 Functions, uses and maintenance of tools and equipment for efficient watering/irrigation 2.3 Values: <ul style="list-style-type: none"> 2.3.1 Diligence 2.3.2 Time consciousness 2.3.3 Cost consciousness 2.3.4 Hygiene consciousness 2.3.5 Persistence 2.3.6 Systematic and organized
3. Required Skills	<ul style="list-style-type: none"> 3.1 Use of appropriate tools and equipment and prescribed protective/safety devices in watering/irrigation 3.2 Communication skills in receiving instructions and rendering even verbal reports about the completed task
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Landscape area/landscape plants 4.2 Tools and equipment 4.3 Protective/safety gadgets
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation with Oral Questioning 5.2 Interview 5.3 Portfolio
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : CONTROL AND PREVENT PLANT PEST AND DISEASES**UNIT CODE : AGR611380****UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to determine types of pests and diseases and their prevention and control measures

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Determine requirements of preventing and controlling plant pests and diseases	1.1 Infested and diseased landscape plants are determined based on plant conditions, symptoms and signs and other manifestation of infestation and infection. 1.2 Pests and diseases are identified and classified using general classification guidelines. 1.3 Life cycle or various life stages of pests from eggs, larvae, pupa and adult and their mode of attack or infestation are known. 1.4 Life cycle or various life stages and signs and symptoms of plant diseases and their mode of attack are known. 1.5 Access to the site is determined in consultation with concerned persons or authority. 1.6 Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to concerned persons or authority.
2. Prepare for application of pests and disease prevention and control measures	2.1 Method of prevention and control is determined based on types of pests and diseases, their mode of attack and extent of infestation and infection. 2.2 Tools, equipment, supplies and materials relevant to the method of prevention and control are prepared. 2.3 Prescribed safety and personal protective equipment (PPE) is selected in accordance with work requirements.
3. Apply pest and disease prevention and control measures	3.1 Manual and biological method of prevention and control of pest and disease are applied whenever applicable. 3.2 In case of using chemical and bio-pesticides, the frequency and dosage of application is determined based on types of pests and diseases and extent of attack and in accordance with LMS or manufacturer's recommendation. 3.3 Pest and disease prevention and control measures are applied in accordance with to OHS requirements and Fertilizer and Pesticide Authority (FPA) guidelines. 3.4 Task is performed using prescribed tools, supplies and appropriate protective/safety devices.
4. Perform post-prevention and control measures	4.1 Tools and equipment are cleaned, maintained and stored according to LMS. 4.2 Maintenance of clean and safe area is undertaken throughout and on completion of work. 4.3 Work outputs are recorded and reported to concerned persons or authority according to industry practices.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Landscape plants	May include: 1.1 Shrubs and hedges 1.2 Vines 1.3 Palms 1.4 Bamboos 1.5 Trees
2. Plant conditions	May include: 2.1 Age/Stage of growth 2.2 Healthy and vigorous 2.3 Diseased/infected: 2.4 Infested
3. Symptoms, signs and other manifestations diseases	May include: 3.1 Diseases 3.2 Leaf spots 3.3 Anthracnose 3.4 Fruiting bodies 3.5 Presence of hyphae 3.6 Pests 3.6.1 Gall on leaves, stems, branches 3.6.2 Skeletonized, browsed/chewed leaves 3.6.3 Withering, die back etc
4. Pests and diseases	May include: 4.1 Pests 4.1.1 Insect pests: Chewing, Sucking, Girdling/Boring, etc. 4.1.2 Termites 4.1.3 Nematodes 4.2 Diseases 4.2.1 Parasitic fungus 4.2.2 Bacteria 4.2.3 Viruses
5. Methods of prevention and control	May include: 5.1 Prevention 5.1.1 Species/individual (genetically superior) selection 5.1.2 Pest and disease free 5.1.3 Cultural management 5.1.4 Sanitation 5.2 Control 5.3 Manual/mechanical 5.4 Chemical (systemic, broad spectrum, contact) 5.5 Biological- (insects, microorganisms) 5.6 Bio-pesticides
6. Tools, supplies and equipment	May include: 6.1 Backpack sprayer 6.2 Boom sprayer 6.3 Soil drencher 6.4 Pruning shears, 6.5 Pruning saws
7. Protective/safety gadgets	May include: 7.1 Overalls, gloves 7.2 Gas mask 7.3 Goggles 7.4 Reflectorized vest (depends on location of work)
8. Maintenance of clean and safe area	May include: 8.1 Keeping public access paths and roads clear of debris, waste, tools and equipment 8.2 Disabling tools and equipment after use 8.3 Using signage and barriers where necessary 8.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined requirements for the prevention and control of pests and diseases 1.2 Prepared for the application of pest and disease prevention and control 1.3 Applied pest and disease prevention and control measures 1.4 Conducted post-pest and disease prevention and control operations 1.5 Performed tasks using appropriate tools, equipment and safety/protective devices
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Types of landscape plants, their conditions and stage of growth 2.2 General classification of pests and diseases, life cycle and mode of attack 2.3 Procedures and techniques in prevention and control of pests and diseases 2.4 Functions, uses and maintenance of tools and equipment 2.5 Values: <ul style="list-style-type: none"> 2.5.1 Diligence 2.5.2 Time consciousness 2.5.3 Cost consciousness 2.5.4 Hygiene consciousness 2.5.5 Persistence 2.5.6 Systematic and organized
3. Required Skills	<ul style="list-style-type: none"> 3.1 Use of appropriate tools and equipment and prescribed protective/safety devices in the prevention and control of pests and diseases 3.2 Communication skills in receiving instructions and in rendering simple written and even oral reports
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Landscape area/landscape plants 4.2 Tools, equipment, supplies and materials and protective/safety devices 4.3 Instructions or guidelines
5. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation with Oral Questioning 5.2 Interview 5.3 Portfolio
6. Context of Assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

SECTION 3 TRAINING ARRANGEMENTS

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

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification and institutional assessment.

3.1 CURRICULUM DESIGN

Course Title : **DOMESTIC WORK** NC Level: **NC II**

Nominal Duration :	Basic	20 hrs.
	Common	40 hrs.
	Core	158 hrs.
	Elective	<u>496 hrs.</u>
	Total	714 hrs.

Course Description:

This course is designed to enhance the knowledge, skills and attitude of household workers in accordance with industry standards. It covers the basic, common and core competencies on cleaning living room, dining room, bedrooms, toilet and kitchen, washing and ironing clothes, linen and fabric, preparing hot and cold meals/food, and providing food and beverage service.

This includes common competencies: maintain an effective relationship with clients/customers, and manage own performance. It also includes basic competencies such as, participate in workplace communication, work in a team environment, practice career professionalism, and practice occupational health and safety procedures. The common competency –Maintain an effective relationship with clients and customers has been contextualized to include the provisions of Kasambahay law, e.g. standard employment contract, rights and privileges, pre-employment requirements, working conditions, barangay registrations, social and other benefits, etc.

It also has ten (10) elective competencies as indicated below:

1. Provide care and support to infants and toddlers (50 Hrs)
2. Provide care and support to children (50 Hrs)
3. Provide care and support to elderly (150 Hrs)
4. Provide care and support to people with special needs (150 Hrs)
5. Assist in the care of animals (20 Hrs)
6. Provide animal care hygiene routines (20 Hrs)
7. Trim and Prune landscape plants (15 Hrs)
8. Perform weeding and cultivation (15 Hrs)
9. Water/irrigate plants (12 Hrs)
10. Control and prevent plant pest and diseases (14 Hrs)

The Elective competencies are additional core units of competencies that are useful but not absolutely necessary for enhancing the mobility/employability of a person. These competencies are considered important in the performance of the job and may be drawn from among the units of competency in the TRs promulgated for other sectors.

These Elective Competencies were selected from the core units of competencies from the existing WTR in **Caregiving** and **Landscape Installation and Maintenance (Softscape)** and one (1) NTR on **Animal Care** with two (2) units of competencies by the Technical Experts invited

during the development of the Training Regulation and Competency-Based Curriculum for the Domestic Work NC II.

Elective competencies are not mandatory for program registration. TVET Institutions/Training Providers may opt to offer one or two or more competencies if they have the available resources and facilities.

BASIC COMPETENCIES
(20 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information 1.2 Complete relevant work related documents 1.3 Participate in workplace meeting and discussion	<ul style="list-style-type: none"> ● Group discussion ● Interaction 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/questioning
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team 2.2 Describe work as a team member	<ul style="list-style-type: none"> ● Discussion ● Interaction 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/questioning
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals 3.2 Set and meet work priorities 3.3 Maintain professional growth and development	<ul style="list-style-type: none"> ● Discussion ● Interaction 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/questioning
4. Practice occupational health and safety	4.1 Evaluate hazard and risks 4.2 Control hazards and risks 4.3 Maintain occupational health and safety awareness	<ul style="list-style-type: none"> ● Discussion ● Plant tour ● Symposium 	<ul style="list-style-type: none"> ● Observation ● Interview

COMMON COMPETENCIES
(40 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Maintain an effective relationship with clients/ customers	1.1 Maintain a professional image 1.2 Build credibility to meet customers/clients requirements	<ul style="list-style-type: none"> ● Group discussion ● Lecture ● Role Playing ● Simulation 	<ul style="list-style-type: none"> ● Written Examination ● Demonstration ● Observation
2. Manage own performance	2.1 Plan completion of own workload 2.2 Maintain quality of own performance	<ul style="list-style-type: none"> ● Group discussion ● Lecture ● Role Playing ● Simulation 	<ul style="list-style-type: none"> ● Written Examination ● Demonstration ● Observation

CORE COMPETENCIES (158 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Clean living room, dining room, bedrooms, toilet and kitchen	1.1 Use of appropriate cleaning equipment, supplies and materials 1.2 Clean surfaces, floors, furniture and fixtures 1.3 Make up beds and cots 1.4 Clean toilet and bathroom 1.5 Clean kitchen area, utensils/table appointments and kitchen appliances 1.6 Provide supplies for dining room, living room, bedroom and bathroom/toilet 1.7 Maintain clean and sanitize room environment	<ul style="list-style-type: none"> ● Lecture/ Demonstration 	<ul style="list-style-type: none"> ● Written Examination ● Demonstration ● Observation
2. Wash and iron clothes linen and fabric	2.1 Check and sort soiled clothes, linen and fabric 2.2 Prepare washing equipment and supplies 2.3 Perform laundry 2.4 Dry clothes, linen and fabric 2.5 Iron clothes, linen and fabric 2.6 Maintain regular housekeeping and maintenance of laundry area and equipment	<ul style="list-style-type: none"> ● Lecture/ Demonstration 	<ul style="list-style-type: none"> ● Written Examination ● Demonstration ● Observation
3. Prepare hot and cold meals/food	3.1 Prepare ingredients according to recipes 3.2 Check "Mise en Place" 3.3 Cook soup as per menu 3.4 Cook vegetable dishes as per recipe 3.5 Cook meat/poultry, fish/ seafood dishes as per culinary method 3.6 Cook egg dishes as per client's preference 3.7 Cook pasta, grain and farinaceous dishes as per recipe 3.8 Garnish cooked dishes 3.9 Prepare appetizers as per requirement or client's preference 3.10 Prepare sauces as per recipe 3.11 Prepare cold desserts 3.12 Prepare pastry desserts 3.13 Prepare sandwiches 3.14 Store dry and liquid ingredients	<ul style="list-style-type: none"> ● Lecture/ Demonstration 	<ul style="list-style-type: none"> ● Written Examination ● Demonstration ● Observation
4. Provide food and beverage service	4.1 Prepare dining area 4.2 Set-up table 4.3 Serve food and beverage 4.4 Clear table	<ul style="list-style-type: none"> ● Lecture/ Demonstration 	<ul style="list-style-type: none"> ● Written Examination ● Demonstration ● Observation

ELECTIVE COMPETENCIES
(496 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Provide care and support to infants and toddlers (50 hrs.)	1.1 Explain the concepts and principles of caring, growth and development of infants/toddlers 1.2 Prepare infants / toddlers for taking vital signs, bathing and dressing 1.3 Clean, sterilize feeding bottles and prepare milk formula 1.4 Prepare and introduce adequate nutrition and semi-solid food. 1.5 Prepare infant / toddlers crib.	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Demonstration • Observation
2. Provide care and support to children (50 hrs.)	2.1 Explain the importance of instilling personal hygiene practices to children crib. 2.2 Maintain children's paraphernalia 2.3 Prepare children for taking vital sign, bathing and dressing 2.4 Perform after care activities for materials and paraphernalia 2.5 Determine nutritional food requirements of children	<ul style="list-style-type: none"> • Discussion • Demonstration • Brainstorming 	<ul style="list-style-type: none"> • Demonstration • Observation • Questioning
3. Provide care and support to elderly (150 hrs.)	3.1 Explain the concepts and principles of basic nursing care of the elderly 3.2 Identify appropriate physical, emotional, spiritual and intellectual needs. 3.3 Provide assistance in promoting the appropriate needs for roles, responsibilities, rights, freedom and activities of elderly. 3.4 Provide adequate nutrition and elimination	<ul style="list-style-type: none"> • Discussion • Demonstration • Brainstorming 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
4. Provide care and support to people with special needs (150 hrs.)	4.1 Identify and explain the needs of people with special needs 4.2 Identify personal care and assistance needed for daily living 4.3 Establish and maintain appropriate relationship 4.4 Provide appropriate support for people with special needs 4.5 Assist in oral and written communication 4.6 Provide adequate nutrition and elimination for people with special needs	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
5. Assist in the care of animals (20 hrs.)	5.1 Explore workplace activities and basic terminology 5.2 Maintain a clean workplace 5.3 Prepare for feeding 5.4 Feeding animals 5.5 Report basic animal behavior and health status	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
6. Provide animal care hygiene routines (20 hrs.)	6.1 Confirm workplace animal care routine schedules 6.2 Check animals 6.3 Maintain a clean workplace 6.4 Complete hygiene and post hygiene care of animals	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
7. Trim and Prune landscape plants (15 hrs.)	7.1 Identify trimming and pruning requirements 7.2 Prepare for trimming and pruning operations 7.3 Perform trimming and pruning 7.4 Perform post-trimming and pruning activity	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
8. Perform weeding and cultivation (15 hrs.)	8.1 Determine requirements for weeding and cultivation activity 8.2 Prepare for weeding and cultivation operations 8.3 Conduct weeding and removal of volunteer species 8.4 Determine compacted soil 8.5 Cultivate compacted soil 8.6 Perform post-weeding and soil cultivation activities	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
9. Water plants (12 hrs.)	9.1 Determine requirements of watering / irrigating landscape plants 9.2 Prepare for watering / irrigation activity 9.3 Conduct watering / irrigation of plants 9.4 Perform post-watering / irrigation activities	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration
10. Control and prevent plant pest and diseases (14 hrs.)	10.1. Identify requirements of preventing and controlling plant pests and diseases 10.2. Prepare for application of pest and disease prevention and control measures 10.3. Apply pest and disease prevention and control measures 10.4. Perform post-prevention and disease prevention and control measures	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Questioning • Written exam • Demonstration

3.2 TRAINING DELIVERY

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

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

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

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

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to gain entry into these qualifications should possess the following requirements:

- Must be able to read and write

3.4 LIST OF TOOL, EQUIPMENT AND MATERIALS DOMESTIC WORK – NC II

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for Domestic Work NC II are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
10	Brooms	1	Vacuum Cleaner	5	Cleaning Detergents
10	Dust Pans and Brushes	2	Toilet Caddies	5	Liquid Detergents
10	Cleaning Implements	2	“A” Frame Ladders	5	Cleaning Solutions
5	Water Hoses	1	Food Processor	5	Cleaners
5	Buckets	2	Grills	5	Toilet Disinfectants
10	Lint Free Cleaning Cloths	1	High Pressure Steamer	5	Toilet Bowl Swabs
5	Squeegees	1	Microwave Oven	5	Drop Sheets
10	Scrubbing Foam	1	Oven (Elect./Gas)	5	Sanitizing Agents
10	Dish Pans	1	Refrigerator	2	Wax Paper/Aluminum Foils
10	Dish Sponges	2	Tilting Skillets	5	Air Fresheners
5	Rubber Spatulas	1	Toaster	2	Napkins
5	Floor Mops	1	Electric Knife	5	Tablecloths/Linen
5	Spray Bottles	1	Blender/Juice Maker	5	Serving Cloths
5	Anti-Static Dusters	1	Rice Cooker	5	Tea Towels
5	Cobwebbers	1	Dish Washers	5	Clothing
10	Cleaning Rags	1	Driers	5	Cleaning Cloths
5	Dust Mops	2	Irons	5 btl.	All-Purpose Detergents
5	Gloves	2	Ironing Boards	1 pk.	Coffee, Tea, Cream
5	Aprons	1	Steam Pressers	1	Condiments
		3 sets	Utensils & Plates/Serving Pieces	5	Disinfectants
		2	Pans	5	Drain Solvents
		2	Beds	5	Garbage Bags
		1	Broiler	5	Scouring Pads
		1	Coffee Maker	3	Cooking Oils
		1	Electric Opener	1	Ingredients
		3 units	Garbage Disposal	1	Soiled/Defective Clothes
		1	Portable Heater	5	Linen
		1	Range (Elect./Gas)	5	Fabric
		1	Stove (Elect./Gas)	5	Clothesline
		1	Tilting Skillet	20	Clothes Pins

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
		1	Washing Machine	5	Clothespin Bags
		1	Weighing Scale	5	Clothes Racks
		1	Bulletin Board	5	Sorting Baskets/Shelves
		25	Armed Chairs	20	Hangers
		2	Directional Signage	5	Stain Removing Agents
		5	Emergency Lights	5	Fabric Softeners
		3	Fire Extinguishers	5	Chlorine Bleach
		3	Office Tables	5	Laundry Bags
		3	Instructor's Desks	5	Laundry Baskets
		1	Conference Table	1	Food Items (Meat, Vegetable, Seafood, Poultry & Game, Stock, Cold Food, Cereals, Flour, Butter Sauces, Fruits)
		1	Computer Table	3	China Ware
		3	Telephones	3	Glassware
		2	Wall Clocks	3	Silverware
		3	Steel Cabinets w/ Locks	3	Cutlery
		1	First Aid Cabinet	Asrt.	Wine/Spirits
		2	Computer Units	1 set	Chair (Dining)
		1	Typewriter	1	Table (Dining)
		3	Electric Fans	3	Ashtrays
		2	Air Con Units	2 btls.	Toothpicks
		1	Overhead Projector	5 btls.	Juice
		1	Projector Screen	2	Bond Papers
		1	Camera (Still or Video)	2	Calendars
		1	Multimedia Equipment	25	Folders
		1	Sound System	1	Logbook
				10	Pencils
				5	Marking Pens
				2	White Boards
				3	Whiteboard Markers
				2	Whiteboard Erasers
				1bx	Transparency Acetate
				5	Ballpens

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
				Training Materials:	
				1.	Mobilizing Action for the Protection of Domestic Workers from Forced Labour and Trafficking in South-East Asia: The Philippine Component
				2.	Establishing Professionalism in the Workplace
				3.	Handouts/ Popsheets
				Textbooks on Home Management	
				4.	Basic Home Management Manual
				5.	Managing Household
				6.	Home Management Supervisory
				7.	Home Management
				8.	Household
				9.	Self Defense
				10.	First Aid
				11.	Training Manual for Home Management

ELECTIVE

PROVIDE CARE AND SUPPORT TO INFANTS AND TODDLERS

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
5 pcs.	Basin (small)	1 set	Audio visual equipment (TV, multi-media/LCD projector, LCD screen, CD player)	1 package	Bathing paraphernalia (baby bath tub, baby toiletries, towel, soap, shampoo, hair brush/ comb)
1 set	Thermometer (Oral, rectal, axilla, tympanic)				
1 pc.	Tray	1 pc.	Bottle electric sterilizer	1 set	Bathing toys
		1 pc.	Hot air sterilizer	1 set	Toys for the crib (mobile)
				1 pc.	Dummy (baby) – use for bathing
			Furniture / Fixtures	1 set	Baby's layette
		1 pc.	Infant crib	1 can	Infant / toddler milk formula
		1 pc.	Toddler bed	5 pcs.	Blanket / comforter
		1 pc.	High chair	1 set	Baby food products (assorted)
		1 pc.	Table	1 set	Feeding bottles with cap, ring and nipple

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
			Furniture/Fixtures/ Facilities		
			Dummies (baby and toddler)		
			• Gates on stairs	1 set	Feeding paraphernalia
			• Covers on electrical socket		
			• Fire exits and fire extinguishers		
			• Cleaning materials		
				1 set	Bibs / burping cloth
					Toys
					1. Crayons
					2. Play Dough
					3. Shape sorter Coloring Book
					4. Musical Mobile
					5. Push & pull toys
					6. Toys (assorted), games and accessories
					Training Materials
					1. Complete Early Childhood
					2. Baby Play
					3. Mother and Care Baby
					4. Infant Care Feeding
					Handouts/Manuals
					References/Textbooks on Infants and Toddlers Crib
					References/Textbooks on Infants and Toddlers Nutrition
					References/Textbooks on Cleaning and Sterilizing Feeding Bottles and Preparing Milk Formula
					IT related and instructional video resources

PROVIDE CARE AND SUPPORT TO CHILDREN

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
1 set	Feeding utensils	1 pc.	Dummy (adult) - use for bathing	1 set	Bathing paraphernalia and toiletries
1 pc.	Tray			1 set	Children's clothes
1 set	Thermometer (Oral, rectal, axilla, and tympanic)		Furniture/Fixtures/ Facilities	1 set	Bibs
				1 set	Grooming kit (hairbrush, comb, nail scissors/nail cutter)
				1 set	Oral hygiene (tooth brush, toothpaste)
		1 pc.	High chair/ booster seat/portable seat	1 set	Cleaning materials (detergent, soap, brushes and rags)
			Other facilities, equipment and materials relevant to the unit of competency.	1 set	Disinfectants
				1 pack	Children food products (assorted)
					Training Materials
					Story books e.g. Cinderella, snow white, etc.
					Handouts/Manuals
					Modules
					References/Textbooks on Bathing, dressing and taking vital signs on Children
					IT related and instructional video resources
					- Children food recipe
					- References/Textbooks on:
					o Children's Nutritional Food Requirements
					o Children's paraphernalia
					o Personal Hygiene Practices to Children
					o Children's paraphernalia and toiletries

PROVIDE CARE AND SUPPORT TO ELDERLY

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
1 pc.	Basin	1 pc.	Steam hot sterilizer	1 pack - for Demo	Amount of feeding solution ordered by the physician
5 pcs.	Urine specimen container with cap and label				
5 pcs.	Large specimen container with cap and label for stool specimen collection				
1 pc.	Calibrated measuring container				
1 pc.	Bed pan		Furniture/Fixtures/ Facilities		
1 pc.	Wooden tongue depressor	1	For a class of 25 trainees - Lecture room	2 pcs.	- Whiteboard marking pens
1 pc.	Graduated pitcher	2	- Tables	2 pcs.	- Permanent marking pens
1 set	Feeding paraphernalia	25 pcs.	- Chairs with armrest		
	Assistive Devices	1 pc.	Bed (ordinary)		
1 pc.	- walker/cane				
1 pc.	- commode		Provision of: - Parallel bars		
1 pc.	- crutches		- Hand rails		
1 pc.	- Stethoscope				
1 pc.	- Wheelchair				
	• Morning and evening care paraphernalia				• Morning and evening care paraphernalia
1 pc.	- Dentifrice			5 pcs.	- Tooth brush
1 pc.	- Kidney basin			5 pcs.	- Towel
				1 btl.	- Mouth wash solution
1 pc.	• Perineal care tray			1 pc.	• Perineal care tray
2 pcs.	- Pick up forceps				- Jar with sterile cotton balls
1 pc.	- kidney basin				
1 pc.	- Round nose forceps				
1 pc.	- Pitcher with sterile H2				
1 pc.	- operineal pad				
1 pc.	- Dividing screen				
1 pc.	- Bed pan				
1 pc.	- T-bar				

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
			Facilities		
	• Special mouth care tray		Access to a - workplace/ elderly care center/ hospital		• Special mouth care tray
1 pc.	- Drinking tube		- indoor/outdoor facilities	1 btl.	- Mineral oil
1 pc.	- Rubber irrigating bulb		- Non-purpose built center or	25 pcs.	- Paper bag
1 pc.	- Applicator		- Purpose built center		
					Training Materials
					- Meal pattern and sample menu
					- Model for basic nursing practices
					- Teaching aids
					- Service outcomes standard documents
					- Legislation
					- Organization policies and practices
					- Reading materials
					- Hand outs
					- Modules
					- References/Textbooks on:
					○ Basic Nursing Care for the Elderly
					○ Elderly's physical, emotional, spiritual and intellectual needs
					○ Elderly's roles, responsibilities, rights, freedom and activities
					○ Nutrition and Elimination for the Elderly
					- IT related and instructional video resources

PROVIDE CARE AND SUPPORT TO PEOPLE WITH SPECIAL NEEDS

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
				1 pack – for Demo	Amount of feeding solution ordered by the physician
	Feeding paraphernalia			1 set	Urine specimen container with cap and label
	Basin			1 set	Large specimen container with cap and label for stool specimen collection
					Calibrated measuring container
				1 pc.	Bed pan
				1 pc.	Wooden tongue depressor
				1 pc.	Graduated pitcher
		1	For a class of 25 trainees - Lecture room	1 set	Cleaning materials (detergent soap, brushes, brooms, mops, rags, glass wiper or squeegee)
		2	- Tables		Disinfectants
		25 pcs.	- Chairs with armrest	2 sets	Beddings (blankets, draw sheets or disposable draw sheets, cotton draw sheets, pillow and pillow cases)
		25 pcs.	- Pen		
		1 pc.	- Bed (ordinary)		
		1 pc.	Vacuum cleaner		
			Oral and communication equipment and paraphernalia		Training Materials
					Teaching aids
					Hand outs
					Modules
					References/Textbooks on Caring for People with Special Needs
					References/Textbooks on Nutrition and Elimination for people with special needs
					Legal and legislative requirements
					IT related and instructional video resources
					Meal pattern and sample menu

ASSIST IN THE CARE OF ANIMALS

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
		1 unit	• Computer with accessories	2 pcs.	• Marking pens
		1 unit	• LCD Projector with screen	1 pc.	• Whiteboard
				50 pcs.	• Meta cards
	PLAYING TOOLS				
1 pc.	• Hamster wheel			25 pcs.	• Animal record book
1 set	• Balls (various sizes/types)				
1 set	• dog bones				
	FEEDING				
2 pcs.	• Feeding bowl		• Drinking dispenser / Water bowl	2 packs	• Animal feed formulation
1 set	• Mixing bowl (various sizes/types)				• Raw vegetables (assorted)
2 pcs.	• Spatula			2 packs	• Food supplements
1 set	• Measuring cup (various sizes/types)				Training/Learning Materials/ Textbooks
1 set	• Measuring spoon (various sizes/types)			2 titles	• Common reference materials in Animal Care
				2 titles	• Animal care dictionary
				2 titles	• Animal Welfare Act
				2 titles	• Relevant handbook/ manual
				2 titles	• Walking, Strolling and Socialization Techniques
				2 titles	• Handling Animal Physical Activities
				2 titles	• Multimedia materials

PROVIDE ANIMAL CARE HYGIENE ROUTINES

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
	• Cleaning implements	1 set/ trainee	• PPE	2 pcs.	• Marking pens
5 pcs.	- Containers for waste	1 unit	• Digital Camera	1 pc.	• Whiteboards
5 pcs.	- Buckets	1 unit	• Vacuum cleaner	50 pcs.	• Meta cards
5 pcs.	- Brooms	1 unit	• Pressurized water sprayer	5 pcs.	• Animal Record Book

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
5 pcs.	- Dust pans and brushes		Furniture/Fixtures	1 set	• Animal tags (varies according to kind/sizes)
5 pcs.	- Water hoses	1 unit	• Cabinet/Storage Rack	1 set	• Collar/Lace (varies according to kind/sizes)
5 pcs.	- Squeegees		Fixtures/Facilities		• Cleaning supplies/materials
5 pcs.	- Floor mops		• Animal Housing	1 set	- Cleaning Cloths
5 pcs.	- Spray bottles		• Open workplace (at least 3 sq. m)	1 set	- Cleaning rags / mats (for animal cages)
			• wash area and mess hall		- Cleaning chemicals / disinfectants
			• Waste disposal area	5 pcs.	- Scrubbing foam
5 pcs.	• Animal cages (varies according to kind / sizes)		• Water source and irrigation/spillway	25 pairs	- Gloves
				25 pcs.	- Aprons
			• Sample Hayloft (visit to farm)		• Mouth guard / muzzle for dogs (Plastic/stainless/leather/wire/ cloth – or according to kind and size of animals. Refer to sizing guide from your local pet shop)
	• Grooming tools			25 pcs.	• Towel
5 sets	- Brushes		• Sample nest boxes (For birds/ bats and butterflies)	5 sets	• Appropriate animal shampoo and conditioner
5 sets	- Nail trimmer			25 pcs.	• Appropriate Animal soap
5 sets	- Grooming shears			25 pcs.	• Powder
25 pcs.	- Toothbrush			5 pcs.	• Cologne
25 pcs.	- Ear cleaner			5 pcs.	• Cleaning clothes
				5 pcs.	• Cleaning rags
				5 pcs.	• Scrubbing foam
				25 pairs	• Gloves
				25 pcs.	• Aprons
				5 pcs.	• Sanitizer/Deodorizer/ Cleanser
				5 pcs.	• Insecticide
				5 pcs.	• Hair blower
				5 sets	• Other Animal accessories

TRIM AND PRUNE LANDSCAPE PLANTS

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
5 pcs.	Hedge trimmers (HT): Power and manual	1 pc.	Chain saw (use of this equipment is under strict gov't regulation – for demo purpose only)		Landscape plants
5 pcs.	Pruning shear or secateur	1 pc.	Telescopic shaft/high branch pruning chain saws (use of this equipment is under strict gov't regulation – for demo purpose only)		Sterilizing agent/pruning compound (coal tar, bituminous pruning compound, latex paint with fungicide,
5 pcs.	Loping shear	1 unit	Boom or power sprayer (own or rent)		
5 pcs.	Pruning saw			1 can	Lubricants/grease/oil
5 pcs.	Bow saw			25 pcs.	Record book
5 pcs.	Pole/Tree pruner			25 pcs.	pen
5 pcs.	Ladder/adjustable ladder				
1 set	Early warning devices (traffic cones, warning tapes, warning signage)			1 pc. each	PPE Hard hat
5 pcs.	Rake				Gloves
5 pcs.	Wheel borrow				Ear masks/ Muff/plug
					Goggles
					Overall / working clothes
					Gas mask
					Raincoat
					Boots
					Safety shoes
					Safety belt
					Safety apron
					Training Materials

PERFORM WEEDING AND CULTIVATION

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
1 set	Used and dirty tools and equipment	1 unit	Lawn mower (4.5 HP)		
	Necessary tools	1 unit	Grass cutter (own or rent)		Necessary supplies
1 pc.	small bolo “dulos”	1 unit	Soil cultivating machine (own or rent)		<ul style="list-style-type: none"> • Chemicals <ul style="list-style-type: none"> – Selective Herbicides – Wide spectrum
1 set	water hose with and without sprinklers)		Facilities		
1 pc.	scythe (“Karit”)		Landscape area	25 pcs.	Notebook
5 pcs.	Hole digger			25 pcs.	Pen
5 pcs.	Spade			25 pcs.	Record book
5 pcs.	Rake			1 can	Lubricants/grease/oil
5 pcs.	Trowel				Cleaning paraphernalia
				1 set	(broomstick, sacks, rags etc.)
				1 pc. each	PPE
					Hard hat
					Gloves
					Ear masks/
					Muff/plug
					Goggles
					Overall / working clothes
					Gas mask
					Raincoat
					Boots
					Safety shoes
					Safety belt
				Safety apron	
					Training Materials
					Landscape drawing plan
					Manual on Landscaping Maintenance System
					Reference of Weed species and “volunteer” plants (“invaders”)
					Manual on LMS
					List of weeds and “volunteer plants”
					Map of specific landscape areas

WATER / IRRIGATE PLANTS

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
	Plumbing tools		Access to – Water truck	25 pcs.	Notebook
	Watering/Irrigation tools			5 pcs.	Record book
	• water hose with and without sprinklers)		Watering / Irrigation equipment	25 pcs.	pen
			– Overhead irrigation: overhead sprinkler, pop-up etc.	1 set	Cleaning paraphernalia (soap, scrubber, broomstick, rags, etc.)
			– Drip irrigation	1 can	Oil/lubricant/grease
			– Furrow irrigation	At least 10 diff. types	Landscape plants (assorted)
			– Basin irrigation		
			Facilities		PPE (Protective/safety devices)
			Irrigation system installed		Hard hat
			Landscape area	1 pc. each	Gloves
					Ear masks/
					Muff/plug
					Goggles
					Overall / working clothes
					Gas mask
					Raincoat
					Boots
					Safety shoes
					Safety belt
					Safety apron
					Training Materials
					Manual/references on plant and soil water requirements
					Manual on LMS

CONTROL AND PREVENT PLANT PEST AND DISEASES

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
5 pcs.	Soil drencher (accessory to the garden hose)	1 unit	Boom or power sprayer (Own or rent)	25 pcs.	Notebook
5 pcs.	Pruning shear or secateur	1 unit	Backpack sprayer (Own or rent)	5 pcs.	Record book
5 pcs.	Pruning saw			25 pcs.	pen
					Cleaning paraphernalia (soap, water, scrubber, rags, broomstick, etc.)
				1 set	Landscape plants
			Facilities		PPE (Protective/safety devices/gadgets)
			Landscape area		Hard hat
				1 pc. each	Gloves
					Ear masks/
					Muff/plug
					Goggles
					Overall / working clothes
					Gas mask
					Raincoat
					Boots
					Safety shoes
					Safety belt
					Safety apron
					Training Materials
					Manual on pest and diseases of landscape plants
					Manual/reference on OHS
					Manual of pest and diseases prevention and control of landscape plants
					Manual of pest and diseases prevention and control of landscape plants
					FPA and OHS guidelines

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Building (permanent)			104 sq. m.
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area	6 x 4 m.	24 sq. m.	24 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR DOMESTIC WORK NC II DOMESTIC WORK – NC II

TRAINER QUALIFICATION

- Must be a holder of NTTC Level I in Domestic Work NC II
- Must be able to communicate in English and Filipino/vernacular
- Must have at least two (2) years job/industry experience*

*Optional

3.7 INSTITUTIONAL ASSESSMENT

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

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1 To attain the National Qualification of **DOMESTIC WORK NC II**, the candidate must demonstrate competence through project-type assessment covering all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.2 The qualification of **DOMESTIC WORK NC II** may be attained through –

4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas –

4.2.1.1 Clean living room, dining room, bedrooms, toilet and kitchen

4.2.1.2 Wash and iron clothes, linen and fabric

4.2.1.3 Prepare hot and cold meals/food

4.2.1.4 Provide food and beverage service

4.2.2 Demonstration of competence through project-type assessment covering all required units of qualification.

4.2.3 Depending on specific employer/workplace requirements, the candidate may choose one or more from the following groups of elective competencies. Each group will lead to the issuance of **Certificate of Competency (COC)**.

4.2.3.1 **Providing care and support for infants, toddlers and children**

- Provide care and support to infants/toddlers
- Provide care and support to children
- Foster, social, intellectual, creative and emotional development of children
- Foster the physical development of children
- Maintain healthy and safe environment
- Respond to emergency
- Clean living room, dining room, bedrooms, toilet and bathroom
- Wash and iron clothes, linen and fabric
- Prepare hot and cold meals

* Holders of unexpired Caregiving NCII or COC in providing care and support for infants, toddlers and children shall be exempted from this requirement.

4.2.3.2 **Providing care and support for the elderly and people with special needs**

- Provide care and support to elderly
- Provide care and support to people with special needs
- Maintain healthy and safe environment
- Respond to emergency
- Clean living room, dining room, bedrooms, toilet and bathroom
- Wash and iron clothes, linen and fabric
- Prepare hot and cold meals

* Holders of unexpired Caregiving NCII or COC in providing care and support for the elderly and people with special needs shall be exempted from this requirement.

4.2.3.3 **Provide care for animals**

- Assist in the care of animals
- Provide animal care hygiene routines

4.2.3.4 **Maintain plants and gardens**

- Trim and prune landscape plants
- Perform weeding and cultivation
- Water/irrigate plants
- Control and prevent plant pest and diseases

* Holders of unexpired Landscape NCII or COC in maintaining landscape area (soft scape) and shall be exempted from this requirement.

- 4.3 Assessment shall focus on the units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.4 The following are qualified to apply for assessment and certification:
- 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs.
- 4.4.2 Experienced workers (wage employed or self-employed).
- 4.5 Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.
- 4.6 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.
- 4.7 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessor.
- 4.8 Only accredited competency assessors are allowed to conduct competency assessment, however trainers who are accredited competency assessors are not allowed to assess their trainees.
- 4.9 Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center.
- 4.10 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.

**COMPETENCY MAP
HOUSEHOLD SERVICES NC II**

**BASIC
COMPETENCIES**

Receive and respond to workplace communication	Work with others	Demonstrate work values	Practice basic housekeeping procedures	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety procedures
Lead workplace communication	Lead small teams	Develop and practice negotiation skills	Solve problems related to work activities	Use mathematical method	Use relevant technologies	Utilize specialized communication skills	Develop team and individual
Apply problem solving techniques to workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection				

**COMMON
COMPETENCIES**

Maintain an effective relationship with clients and customer	Manage own performance	Establish professionalism in the workplace	Apply OHS practices and 5S in the workplace	Apply quality standards
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**CORE
COMPETENCIES**

Clean living room, dining room, bedrooms, toilets and kitchen	Wash and iron clothes, linen and fabric	Monitor activities within area of responsibility	Enforce access control and identification system	Secure territorial jurisdiction of the company
Prepare hot and cold meals	Provide food and beverage services	Enforce emergency response procedures	Prepare security reports	

**ELECTIVE
COMPETENCIES**

Provide care and support to infants and toddlers	Provide care and support to children	Provide care and support to elderly	Provide care and support to people with special needs	Assist in the care of animals
Complete animal care hygiene routines	Trim and Prune landscape plants	Perform weeding and cultivation	Water/irrigate plants	Control and prevent plant/pest and diseases

DEFINITION OF TERMS

1. **Alcohol** – naturally occurring and easily synthesized compound that induces intoxication when consumed.
2. **Ambiance** – the combined atmosphere created by the décor, lighting, service, possible environment (such as background music) and song, that enhances the dining or lodging experience.
3. **Barbecue** – a cooking method involving grilling food over a wood or charcoal fire. Usually some sort of rub, marinade or sauce is burdened on the item before or during cooking.
4. **Bed and Bath Linen** – items such as sheets, pillow cases, hand towels, bath towels, washcloths and cloth bath mats.
5. **Beddings** – all bed linens such as sheets and pillow cases and all blankets, shams, dust raffles, pillows, quilts, comforters, coverlets, mattress pads and bed spreads.
6. **Blanch** – to cook an item briefly in boiling water or hot fat before finishing or storing it.
7. **Boil** – a cooking method in which items are immersed in liquid at or above the boiling point.
8. **Braise** – a cooking method in which the main item, usually meat, is seared in fat, then simmered in stock to another liquid in a covered vessel.
9. **Broil** – a cooking method in which items are cooked by a radiant heat source placed above the food, usually in a broiler.
10. **Carpet Sweeper** – a handy type of sweeper used to pick-up dirt and particles from the carpet surface.
11. **Chop** – to cut into pieces of roughly the same size. Also, a small cut of meat including part of the rib.
12. **Cuisine** – food cooked and served in styles from around the world.
13. **Cutlery** – refers to knives and other cutting implements.
14. **Deep Fry** – a cooking method in which foods are cooked by immersion in hot fat; deep fried foods are often coated with breadcrumbs or butter before being cooked.
15. **Detergent** – a chemical that acts like a soap and is used for cleaning numerous surfaces. Detergents can be used effectively in hard water where ordinary soap not produce suds and will leave a residue.
16. **Dice** – to cut ingredients into small cubes (1/4 inches for small, 1/3 for medium, 3/4 inch for large).
17. **Disinfectant** – a substance or means used to destroy pathogenic microorganisms.
18. **Disinfection** – a condition existing when infectious material or infection/s are removed.
19. **Fillet** – a boneless cut of meat, fish or poultry.
20. **Flatware** – it denotes all forms of spoons and forks.
21. **Furniture, Fixtures & Eqpt. (FFE)** – classification of fixed assets that have specified depreciable lives, usually ranging from three to seven years.
22. **Garnish** – an ingredient that decorates, accompanies or completes a dish. Many dishes are identified by the name of their garnishes.
23. **Grill** – a cooking technique in which foods are cooked by a radiant heat source placed below the food. Also, the piece of equipment on which grilling is done.
24. **Housekeeping** – refers to cleaning and sanitizing rooms.

25. **Linen** – traditionally a cloth made from flax fiber but now, it is used to indicate sheets, pillow cases, washcloths, cloth bath mats, towels, tablecloths and napkins.
26. **Marinade** – a method used in cooking to flavor and moisten foods, may be liquid or dry. Liquid marinades are usually based on acidic ingredients such as wine or vinegar. Dry marinades are usually salt-based.
27. **Menu** – a list of the chef's dishes. A list in specific order of the dishes to be served at a given time.
28. **Mise en place** – French phrase meaning “everything in its place”; a state of overall preparedness, having all the necessary ingredients and cooking utensils at hand ready to use at the moment work on a dish begins.
29. **Microwave** – a method of meat transfer in which electro-magnetic waves generated by a device called a magnetron penetrate food and cause the water molecules in it to oscillate.
30. **Mince** – to chop into small pieces.
31. **Panbroil** – a cooking method similar to dry sautéing that simulates broiling by cooking an item in a hot pan with little or no fat.
32. **Panfry** – a cooking method in which items are cooked in deep fat in a skillet over medium heat; this generally involves more fat than sautéing or stir-frying but less than deep-frying.
33. **Poach** – a method in which items are cooked gently in simmering liquid.
34. **Pressure Steamer** – a machine that steams food by heating water under pressure in a sealed compartment, allowing the steam to reach higher-than-boiling temperature. The food is placed in a sealer chamber that cannot be opened until the pressure has released and the steam properly vented from the chamber.
35. **Roast** – a dry heat cooking method in which items are cooked in an oven or on a spit over a fire.
36. **Sanitizer** – a sanitizing substance or product. To sanitize is to prevent the spread of disease.
37. **Saute'** - a cooking method in which items are cooked quickly in a small amount in fat in a pan on the range top.
38. **Silverware** – tableware made of solid silver, silver glit or silver metal; silver plate made from single strip of plated metal.
39. **Simmer** – to maintain the temperature of a liquid just below boiling. Also, a cooking method in which items are cooked in a simmering liquid.
40. **Spirits** – are drinks obtained by distillation after fermentation from vegetables, grains, fruits, plants and other substance with sugar or starch-based.
41. **Squeegee** – a cleaning instrument with rubber blade used for cleaning glass windows and panels.
42. **Steaming** – a cooking method in which items are cooked in a vapor by boiling water or other liquids.
43. **Step Ladder** – used to reach high objects.
44. **Stew** – a cooking method nearly identical to braising but generally involving smaller pieces of meat and hence a shorter cooking time. Stewed items also may be blanched, rather than seared, to give the finished product a pale color. Also a dish prepared by using the stewing method.

ACKNOWLEDGEMENTS

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

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