


TESDA CIRCULAR

Subject: The Curriculum for SUPERMAID COURSE under the PGMA Training for Work Scholarship		Page 1 of 1 No. <u>48</u> Series of 2006
Date issued: 10, August 2006	Effective: Immediately	Supersedes:
<p>Pursuant to the PGMA Training for Work Scholarship for the massive training of household workers, the attached curriculum is prescribed for SUPERMAID (HOME MANAGER) COURSE for one hundred sixteen (116) hours. This program shall be registered in UTPRAS as No Training Regulations (NTR) and this covers seven (7) units of competencies. This program requires achievement of Household Services National Certificate NC II.</p> <p>Wide dissemination and strict implementation of this Circular to all concerned is hereby enjoined.</p> <p style="text-align: center;"> SECRETARY AUGUSTO BOBOY SYJUCO Director General</p>		

COMPETENCY-BASED CURRICULUM



PGMA TRAINING FOR WORK SCHOLARSHIP

SUPERMAID (HOME MANAGER)



Technical Education and Skills Development Authority
East Service Road, South Superhighway, Taguig, Metro Manila

The **SUPERMAID (HOME MANAGER)** course consist of the following competencies: plan and organize work, use mathematical concept and technique, respond effectively to difficult/challenging behavior, provide care and support to children, maintain a healthy and safe environment, respond to emergencies and provide care to pets.

The Units of Competency comprising this Qualification are the following:

UNIT CODE

BASIC COMPETENCIES

500311119

Plan and organize work

500311113

Use mathematical concepts and techniques

UNIT CODE

COMMON COMPETENCIES

HCS323202

Respond effectively to difficult/challenging behavior

UNIT CODE

CORE COMPETENCIES

HCS323302

Provide care and support to children

HCS323307

Maintain healthy and safe environment

HCS323308

Respond to emergencies

HCS913306

Provide care to pets

The entry requirements to Super Maid (Home Manager) Course is the achievement of competencies in ***Household Services NC II.***

BASIC COMPETENCIES

Participate in workplace communication

Work in team environment

Practice career professionalism

Practice occupational health and safety procedures

COMMON COMPETENCIES

Maintain an effective relationship with clients and customers

Manage own performance

CORE COMPETENCIES

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

Wash and iron clothes, linen and fabric

Prepare hot and cold meals/food

Provide food and beverage service

COURSE DESIGN

COURSE TITLE : SUPERMAID (HOME MANAGER)

NOMINAL DURATION : 116 hours

QUALIFICATION :

COURSE DESCRIPTION :

The Super maid consists of competencies that a person must achieve; Plan and organize work, use mathematical concepts and technique respond effectively to difficult/challenging behavior, provide care and support to children, maintain healthy and safe environment, respond to emergency and provide care to pets

ENTRY REQUIREMENTS:

Trainees or students should possess the following requirements:

- Holder of Household services NC II
- can communicate both in oral and written;
- physically and mentally fit;
- with good moral character

COURSE STRUCTURE			
Units of Competency	Module Title	Learning Outcome	No. of Hrs.
BASIC COMPETENCY			
Plan and organize work	Planning and organizing work	<ul style="list-style-type: none"> • Set work objectives • Plan and schedule work activities. • Implement and monitor plans/activities. • Review and evaluate work plans and activities. 	8
Use mathematical concepts and technique	Using mathematical concepts and technique	<ul style="list-style-type: none"> • Identify mathematical tools and techniques to solve problems • Apply mathematical procedure/solution • Analyze results 	8
COMMON COMPETENCY			
Respond effectively to difficult/challenging behavior	Responding effectively to difficult/challenging behavior	<ul style="list-style-type: none"> • Plan responses • Apply response • Report and review incidents 	8
	Developing and practicing negotiation skills	<ul style="list-style-type: none"> • Plan negotiation • Participate in negotiation 	8
CORE COMPETENCY			
Provide care and support to children	Providing care and support to children	<ul style="list-style-type: none"> • Instill personal hygiene practice to children • Bath and dress children • Feed children 	40
Maintain healthy and safe environment	Maintaining healthy and safe environment	<ul style="list-style-type: none"> • Maintain a clean and hygienic environment • Provide a safe environment • Supervise the safety of clients 	16
Respond to emergency	Responding to emergency	<ul style="list-style-type: none"> • Implement procedures for infection control and prevention • Recognize and respond to signs of potential illness • Respond to emergencies and accidents • Administer medication within guidelines • Respond to threats and situations of danger 	24
Provide care to pets	Providing care to pets	<ul style="list-style-type: none"> • Feed pets • Bathe pets • Groom pets • Take pets for stroll • Take pets to veterinarian 	4

BASIC COMPETENCIES

UNIT OF COMPETENCY : **PLAN AND ORGANIZE WORK**

MODULE TITLE : **PLANNING AND ORGANIZING WORK**

MODULE DESCRIPTOR : **This module covers knowledge , skills and attitudes required to plan and organize work.**

SUGGESTED DURATION: **8 Hrs**

QUALIFICATION LEVEL :

PREREQUISITE :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/trainees will be able to:

- LO1. Set work objectives.
- LO2. Plan and schedule work activities.
- LO3. Implement and monitor plans/activities.
- LO4. Review and evaluate work plans and activities.

LO1. SET WORK OBJECTIVES.

ASSESSMENT CRITERIA:

1. Objectives are relevant to work activities in accordance with organizational aims.
2. Objectives are based on accurate, relevant and correct information.
3. Objectives are stated as measurable targets with clear time frames.
4. Objectives are communicated/disseminated to team members.

CONTENTS:

1. Organizational policies & procedures
2. Planning process
3. Communication process
4. Organizational aims
5. Prioritizing and managing workloads
6. SWOT analysis

CONDITIONS : The students/trainees must be provided with the following:

1. Training materials
 - Organizational policies and procedures
 - Reference materials on organizational planning
 - pen, paper
2. Students project

METHODOLOGIES:

1. Brainstorming
2. Discussion
3. Case studies
4. Role playing
5. Small group work

ASSESSMENT METHOD:

1. Written
2. Direct observation
3. Interview

LO2. PLAN AND SCHEDULE WORK ACTIVITIES.

ASSESSMENT CRITERIA:

1. Task / work activities are identified and prioritized.
2. Task/ work activities are scheduled .
3. Resources for each activity are identified and allocated.
4. Schedule of work activities coordinated with relevant staff.

CONTENTS:

1. GANTT chart
2. Consultation and negotiation with stakeholders
3. Prioritizing and managing work loads

CONDITIONS : The students/trainees must be provided with the following:

1. Equipment
 - computers
2. Training materials
 - GANTT charts
 - Reference materials on organizational planning
 - pen, paper
3. Students projects

METHODOLOGIES:

1. Brainstorming
2. Discussion
3. Case studies
4. Role playing
5. Small group work

ASSEMENT METHOD:

1. Written
2. Direct observation
3. Interview

LO3. IMPLEMENT AND MONITOR PLANS/ACTIVITIES.

ASSESSMENT CRITERIA:

1. Work plans are implemented with set time frame, resources and required standards.
2. Work activities are monitored and reviewed against the set objectives.
3. Deviations from work activities are reported and recommendations are obtained/negotiated with appropriate personnel.
4. Reporting requirements comply with recommended format.
5. Files record are established and maintained.

CONTENTS:

1. Developing work plans
2. Implementation and monitoring
3. Reporting
4. Setting schedules
5. Contingency approach (planning)
6. Coordinating schedules
7. Motivation and team building

CONDITIONS : The students/trainees must be provided with the following:

1. Equipment
 - computers
2. Training materials
 - work plan schedules
 - monitoring tools and materials
 - pen, paper
3. Plant/enterprises
 - Students projects

METHODOLOGIES:

1. Brainstorming
2. Discussion
3. Case studies
4. Role playing
5. Small group work

ASSEMENT METHOD:

1. Written
2. Direct observation
3. Interview

LO4. REVIEW AND EVALUATE WORK PLANS AND ACTIVITIES.

ASSESSMENT CRITERIA:

1. Review of work activities/outcomes is based on accurate, relevant and current information.
2. Review based on comprehensive consultation with appropriate personnel using reliable feedback tools.
3. Results of review provided to appropriate personnel in recommended format.
4. Performance appraisal report is conducted and reported in accordance with organizational requirements.
5. Feedback mechanism are followed in accordance with organizational policies.

CONTENTS:

1. Report writing
2. Collecting information/data gathering
3. Feedback
4. Performance appraisal

CONDITIONS : The students/trainees must be provided with the following:

1. Equipment
 - computers
2. Training materials
 - reporting formats
 - performance appraisal format
 - reference materials on research techniques
 - pen, paper
3. Plant/enterprises (simulation)
 - Students projects

METHODOLOGIES:

- Brainstorming
- Discussion
- Case studies
- Role playing
- Small group work

ASSEMENT METHOD:

1. Written
2. Direct observation
3. Interview

UNIT OF COMPETENCY : **USE MATHEMATICAL CONCEPTS AND TECHNIQUES**

MODULE TITLE : USING MATHEMATICAL CONCEPTS AND TECHNIQUES

MODULE DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques.

NOMINAL DURATION : 8 Hrs.

QUALIFICATION LEVEL :

PREREQUISITE :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of the module, the learner/students must be able to:

- LO1. Identify mathematical tools and techniques to solve problems.
- LO2. Apply mathematical procedure/solution.
- LO3. Analyze results.

LO1. IDENTIFY MATHEMATICAL TOOLS AND TECHNIQUES TO SOLVE PROBLEMS.

ASSESSMENT CRITERIA:

1. Problem areas based on given condition are identified.
2. Mathematical techniques based on the given problem are selected.

CONTENTS:

- Four Fundamental Operations
- Steps in solving a problem
- Standard formulas
- Conversion
- Measurement

CONDITION: The students/learners must be provided with the following:

- Manuals
- Hand-outs
- Problem set
- Conversion table
- Table of formulas
- Measuring tools

METHODOLOGIES:

- Lecturette
- Self-pace
- Group discussion

ASSESSMENT METHODS:

- Written
- Demonstration

LO2. APPLY MATHEMATICAL PROCEDURE/SOLUTION

ASSESSMENT CRITERIA:

1. Mathematical techniques based on the problem identified are applied.
2. Mathematical computations are performed to the level of accuracy required for the problem.
3. Results of mathematical computation based on job requirements is determined and verified.

CONTENTS:

- Problem-based questions
- Estimation
- Use of mathematical tools and standard formulas
- Mathematical techniques

CONDITION: The students/learners must be provided with the following:

- Manuals
- Hand-outs
- Calculator
- Measuring tools/devices
- Case problems

METHODOLOGIES:

- Lecturette
- Self-pace
- Group discussion
- Practical Work Approach

ASSESSMENT METHODS:

- Written
- Oral Interview

LO3. ANALYZE RESULTS

ASSESSMENT CRITERIA:

1. Results of application based on expected and required specifications and outcome is reviewed.
2. Appropriate action in case of error is applied.

CONTENTS:

- Four Fundamental Operations
- Steps in solving a problem
- Standard formulas
- Conversion
- Measurement

CONDITION: The students/learners must be provided with the following:

- Manuals
- Hand-outs
- Problem set
- Conversion table
- Table of formulas
- Measuring tools

METHODOLOGIES:

- Lecturette
- Self-pace
- Group discussion
- Research study

ASSESSMENT METHODS:

- Written
- Oral

COMMON COMPETENCY

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

**MODULE TITLE : RESPONDING EFFECTIVELY TO
DIFFICULT/CHALLENGING BEHAVIOR**

**MODULE DESCRIPTION : This unit covers the knowledge, skills and attitudes to
effectively respond to difficult or challenging behavior .**

NOMINAL DURATION : 8 HRS

CERTIFICATE LEVEL : NC II

PREREQUISITE :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO 1. Plan responses

LO 2. Apply response

LO 3. Report and review incidents

LO 1. PLAN RESPONSES

ASSESTMENT CRITERIA:

1. Responses are planned to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources.
2. Specific manifestations of difficult or challenging behavior are identified and strategies appropriate to these behaviors are planned as required.
3. Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures.

CONTENTS:

- OSH and issues relating to difficult and challenging behavior

CONDITIONS:

Students/ trainees must be provided with the following:

- Workplace location
- Tools and equipment appropriate to schedule housekeeping activities and to monitor and maintain working condition
- Material relevant to the proposed activity and tasks

METHODOLOGIES:

- Lecturette
- Self-pace
- Group discussion
- Research study

ASSESSMENT METHODS:

- Written
- Oral

LO 2. APPLY RESPONSE

ASSESTMENT CRITERIA:

1. Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with institutional policy and procedures.
2. Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior.
3. Appropriate strategies are selected to suit particular instances of difficult or challenging behavior.
4. Employees are encouraged to report infection risks and to improve infection control procedures.

CONTENTS:

- OSH and issues relating to difficult and challenging behavior

CONDITIONS:

Students/ trainees must be provided with the following:

- Workplace location
- Tools and equipment appropriate to schedule housekeeping activities and to monitor and maintain working condition
- Material relevant to the proposed activity and tasks

METHODOLOGIES:

- Lecturette
- Self-pace
- Group discussion
- Research study

ASSESSMENT METHODS:

- Written
- Oral

LO 3. REPORT AND REVIEW INCIDENTS

ASSESTMENT CRITERIA:

1. Incidents are reported according to institutional polices and procedures.
2. Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made.
3. Debriefing mechanisms and other activities are used and participated in.
4. Advice and assistance is sought from legitimate sources when appropriate.

CONTENTS:

- Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client

CONDITIONS:

Students/ trainees must be provided with the following:

- Workplace location
- Tools and equipment appropriate to schedule housekeeping activities and to monitor and maintain working condition
- Material relevant to the proposed activity and tasks

METHODOLOGIES:

- Lecture/ Discussion
- Group Discussion
- Demo Return Demo
- Film Viewing
- Surface Learning

ASSESSTMENT:

- Written Exam
- Interview/ Oral Exam
- Practical Exam
- Direct Observation

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

MODULE TITLE : Developing and Practicing Negotiation Skills

MODULE DESCRIPTOR : This module covers the skills, knowledge and attitudes required to collect information in order to plan and participate in the negotiation.

NOMINAL DURATION : 8 Hrs

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/ trainees will be able to:

LO 1. Plan negotiations

LO 2. Participate in negotiations

LO1. Plan Negotiations

ASSESSMENT CRITERIA:

1. Information in preparation for negotiation is identified and included in the plan
2. Information on creating non verbal environments for positive negotiations is identified and included in the plan
3. Information on different questioning techniques is identified and included in the plan

CONTENTS:

- Background information on other parties to the negotiation
- Observing differences between content and process
- Identifying bargaining information
- Applying strategies to manage process
- Applying steps in negotiating process
- Strategies to manage conflict
- Steps in negotiating process

CONDITIONS:

The students/ trainees must be provided with the following:

- Pertinent documents
- Simulated workplace
- Prepared recipes
- Paper and pencil
- Calculator
- Hands out

METHODOLOGIES:

- Lecturette
- Role playing
- practical exercises

LO2. Participate in Negotiations

ASSESSMENT CRITERIA:

1. Criteria for successful outcome are agreed upon by all parties
2. Desired outcome of all parties are considered
3. Appropriate language is used throughout the negotiation
4. The issues and processes are documented and agreed upon by all parties
5. Possible solutions are discussed and their viability assessed
6. Areas for agreement are confirmed and recorded
7. Follow-up action is agreed upon by all parties

CONTENTS:

- Decision making and conflict resolution strategies procedures
- Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation
- Background information on other parties to the negotiation
- Observing differences between content and process

CONDITIONS:

The students/ trainees must be provided with the following:

- Pertinent documents
- Simulated workplace
- Prepared recipes
- Paper and pencil
- Calculator
- Hands out

METHODOLOGIES:

- Lecturette
- Role playing
- practical exercises

ASSESSMENT METHODS:

- Written test/ questioning
- Demonstration

CORE COMPETENCIES

UNIT OF COMPETENCY	:	PROVIDE CARE AND SUPPORT TO CHILDREN
MODULE TITLE	:	PROVIDING CARE AND SUPPORT TO CHILDREN
MODULE DESCRIPTOR	:	This module covers the knowledge, skills and attitudes required to provide care and support to children between three (3) years old and twelve (12) years old.
NOMINAL DURATION	:	40 HRS
CERTIFICATE LEVEL	:	NC II
PREREQUISITE	:	

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO 1. Instill personal hygiene practice to children
- LO 2. Bath and dress children
- LO 3. Feed children

LO1. INSTILL PERSONAL HYGIENE PRACTICES TO CHILDREN

ASSESSMENT CRITERIA:

1. Hygiene practices are explained clearly to children based on established procedures.
2. Personal hygiene procedures are demonstrated to children based on health and safety procedures.
3. Children paraphernalia are maintained based on healthy procedure

CONTENTS:

1. Proper Healthcare of Children.
2. Good Grooming.

CONDITIONS:

Students/trainees must be provided with the following:

- Bathing paraphernalia and toiletries
- Diaper/clothes
- Grooming kit (baby hairbrush, comb, nail scissors/nail cutter)
- Oral hygiene (tooth brush, toothpaste)
- Childcare workplace
- Other facilities, equipments and materials relevant to the unit of competency.

METHODOLOGIES:

1. Lecture/ Discussion
2. Demonstration and Return Demonstration
3. Brainstorming

ASSESSMENT METHOD:

1. Oral and Written Evaluation
2. Demonstration

LO2. BATHE AND DRESS CHILDREN

ASSESSMENT CRITERIA:

1. Children's vital signs are checked before bathing based on established procedures
2. Bathing paraphernalia are prepared as per procedure
3. Bath water quantity and temperature are checked based on health requirement of the child
4. Children are assisted in dressing up according to prevailing weather condition
5. Children' preferences and decisions are acknowledged, respected and followed whenever appropriate and possible
6. Children with difficult behavior in bathing are dealt with appropriately as per procedure

CONTENTS:

1. Bathing and dressing / undressing procedures.
2. Procedures in taking vital signs.

CONDITIONS:

Students/trainees must be provided with the following:

- Bathing paraphernalia and toiletries
- Diaper/Clothes
- Grooming kit
- Thermometer / Tray
- Hand outs

METHODOLOGIES:

1. Lecture/ Discussion
2. Demonstration and Return Demonstration
3. Brainstorming

ASSESSMENT METHOD:

1. Oral and written exam
2. Practical demonstration

LO3. FEED CHILDREN

ASSESSMENT CRITERIA:

1. Nutritional requirements of children are determined according to their developmental stage
2. Menus prepared in accordance with children' nutritional and cultural requirements
3. Appetizing food and drinks are prepared and served sufficiently and appropriately according to the child's health needs and preferences
4. Children are fed following healthy procedures

CONTENTS:

- Nutritional needs of children
- Dietary requirements for infants
- Cultural practices and beliefs about food provisions
- Table etiquette
- Impact of foods and drinks on dental health

CONDITIONS:

Students/trainees must be provided with the following:

- Feeding utensils
- Bibs
- High chair/Booster seat
- Relevant Nutritional needs according to age level
- Hand outs and related materials

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

ASSESSMENT METHODS:

1. Hands-on
2. Direct observation
3. Practical Demonstration

UNIT OF COMPETENCY : MAINTAIN A HEALTHY AND SAFE ENVIRONMENT

MODULE TITLE : MAINTAINING A HEALTHY AND SAFE ENVIRONMENT

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

NOMINAL DURATION : 16 Hrs

CERTIFICATE LEVEL : NC II

PREREQUISITE :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO 1. Maintain a clean and hygienic environment

LO 2. Provide a safe environment

LO 3. Supervise the safety of clients

LO1. MAINTAIN A CLEAN AND HYGIENIC ENVIRONMENT

ASSESSMENT CRITERIA:

1. Cleaning occurs as an on going process as per regulation.
2. Used suitable cleaning agents, tools, and equipment in accordance to established procedures.
3. Followed infection control procedures according to established procedures.
4. Maintained adequate ventilation, lighting, and heating/cooling.
5. Adhered to personal hygiene/health procedures at all times.
6. Cleaned beds and beddings to conform to health hygiene and safety requirements as relevant.

CONTENTS:

1. Regulations on safety, health and hygiene
2. Hazards identification and risk reduction strategies
3. Personal hygiene / health procedures observation
1. Environment protection policy implementation
2. The spread of infections diseases and cross infection
3. Organizational standards, policies, and procedures
4. Disinfecting nappy changes areas
5. Washing floors and disinfecting toilet areas

CONDITIONS:

Students/trainees must be provided with the following:

- Cleaning materials (detergent soap, brushes, brooms, mops, rags, glass wiper or squeegee)
- Vacuum cleaner
- Disinfectants
- Beds
- Beddings (blankets, draw sheets or disposable draw sheets, cotton draw sheets, pillow and pillow cases)
- Hand outs

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

LO2. PROVIDE A SAFE ENVIRONMENT

ASSESSMENT CRITERIA:

1. Organizational and environment protection policies and procedures on safety are implemented as required
2. Tools, equipments, toys and games appropriate to the age of the child are identified
3. Equipment is selected, checked and maintained to ensure safety
4. Area is checked for hazards and risks reduction strategies are implemented
5. Fire exits are kept unobstructed.
6. Disposing of waste materials is conducted in a safe and hygienic way.
7. Cleaning materials are stored safely
8. Environment is set-up to ensure safety of the client

CONTENTS:

1. Potential hazards to children
2. Hazards on traffic for children
3. Risk minimization strategies and risk reduction strategies
4. Vacuuming/Sweeping floors to remove small dangerous objects
5. Appropriate toys and equipment safety and risk.
6. Developmental stage
7. Strategies to minimize the spread of infectious diseases

CONDITIONS:

Students/trainees must be provided with the following:

- Play area with appropriate toys and padding
- Dummies (baby and toddler)
- Gates on stairs
- Covers on electrical socket
- Fire exits and fire extinguishers
- Cleaning materials
- Hand-outs/Manual

METHODOLOGIES:

- Lecture - demonstration
- Self-paced Instruction
- Group discussion

ASSESSMENT METHODS:

1. Direct observation
2. Practical Demonstration

LO3. SUPERVISE THE SAFETY OF THE CLIENT

ASSESSMENT CRITERIA:

1. Clients are supervised in accordance with the legal requirements and regulations
2. Rules for safe play are explained, modeled and implemented
3. Direct contacts with individuals,/group is maintained
4. Potential risks are identified and acted upon to prevent or minimize risk
5. Hazards and potential hazards in the environment are identified and clients are informed accordingly
6. Emergencies and evacuation procedures are discussed and practiced with clients
7. Supervision is used as an opportunity to interact with clients

CONTENTS:

- Hazard in home environment
- Organizational standards policies and procedures
- Risk minimization strategies and risk and reduction strategies
- Legal requirements for supervision including worker and child ratios
- Placing babies or infants to sleep in positions recommended for prevention of SIDS
- Removal / locking away of dangerous substances
- Supervision of child when learning to eat solid foods
- Supervision of child when learning new skills such as walking and balancing
- Supervision of babies when going to sleep with a bottle

CONDITIONS:

Students/trainees must be provided with the following:

1. Evacuation and emergency exits
2. Non-purpose built center
3. Purpose built center
4. Fences and locking mechanisms

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

ASSESSMENT METHODS:

1. Hands-on
2. Direct observation
3. Practical Demonstration

UNIT OF COMPETENCY : RESPOND TO EMERGENCIES

MODULE TITLE : RESPONDING TO EMERGENCIES

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

NOMINAL DURATION : 24 Hrs

CERTIFICATE LEVEL :

PREREQUISITE :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO 1. Implement procedure for infection control
- LO 2. Recognize and respond signs of potential illness
- LO 3. Respond to emergencies and accident
- LO 4. Administer medication within guidelines
- LO 5. Respond to threats and situation of danger

LO1. IMPLEMENT PROCEDURES FOR INFECTION CONTROL AND PREVENTION

ASSESSMENT CRITERIA:

1. Exclusion guidelines for children and others suffering from an infectious condition are followed
2. Hygiene and health principles are implemented in care practice
3. Infection control guidelines are followed

CONTENTS:

1. Guidelines for infection control
2. Disease spread and transmission
3. Hand washing procedures and techniques
4. Use of disposable gloves and protective aprons
5. Cleaning of utensils after use
6. Regular disinfecting of soft toys
7. Removal of body waste products (eg. Feces, urine, saliva, vomit us) disinfection of affected area.
8. Disinfection of nappy changed area after each use.

CONDITIONS:

Students/trainees must be provided with the following:

1. Disposable gloves
2. Protective aprons or gowns
3. Soap and water
4. Hand towel or paper towel
5. Cleaning equipment
6. Disinfectant (eg. Alcohol, Lysol)

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

ASSESSMENT METHODS:

1. Direct observation
2. Practical Demonstration

LO2. RECOGNIZE AND RESPOND TO SIGNS OF POTENTIAL ILLNESS

ASSESSMENT CRITERIA:

1. Signs of potential illness are reported
2. Medical assistance is sought as necessary according to policies and procedures
3. Clients and relatives are informed as soon as possible
4. Client is comforted and settled

CONTENTS:

1. Common childhood illnesses-recognition and management strategies
2. Writing incident records
3. Reporting incidents

CONDITIONS:

Students/trainees must be provided with the following:

1. Dummies (adult and baby)
2. Vital signs kit (thermometer, sphygmomanometer & stethoscope, watch with second hand, record book)
3. Hand-out/Manual

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

ASSESSMENT METHODS:

1. Direct observation
2. Practical Demonstration

LO3. RESPOND TO EMERGENCIES AND ACCIDENTS

ASSESSMENT CRITERIA:

1. The safety of self and others are ensured
2. Immediate First Aid is provided as required
3. Strategies to calm, reassure and comfort clients are implemented
4. Details of emergency are recorded and reported accurately
5. Information is provided to others according to established policies
6. Emergencies and accidents are responded according to the established guidelines and legislative requirements

CONTENTS:

1. Organizational standards, policies, and procedures
2. Making decisions under pressure
3. First aid application and implementation
4. Rescue Transfer procedures
5. Immobilization procedures
6. Anatomy and Physiology
7. Bandaging Techniques

CONDITIONS:

Students/trainees must be provided with the following:

1. Dummies (adult and child)
2. Spine boards, poles and blankets
3. Bandages (Triangular and Elastic)
4. Splints
5. First Aid Kit

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

ASSESSMENT METHODS:

1. Direct observation
2. Practical Demonstration
3. Oral and written exam

LO4. ADMINISTER MEDICATION WITHIN GUIDELINES

ASSESSMENT CRITERIA:

1. Medication is administered according to organizational policies and legislative requirements
2. Medication is stored according to requirements
3. Medication is checked for name, instruction and use by date
4. All administered medication are documented in accordance with requirements

CONTENTS:

1. Legislative guidelines as requirement for storage of medication
2. Organizational procedures as requirement for storage of medication

CONDITIONS:

Students/trainees must be provided with the following:

1. Medicines
2. Handbooks on giving or administering medications
3. Medicine tray
4. Medicine glass

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion

ASSESSMENT METHODS:

1. Direct observation
2. Practical Demonstration
3. Oral and written exam

LO5. RESPOND TO THREATS AND SITUATION OF DANGERS

ASSESSMENT CRITERIA:

1. Remove client from threat/danger or remove threat/danger from client
2. The level of immediate danger is assessed and the situation is reported to an appropriate person
3. Appropriate emergency procedure are implemented to ensure the safety of client and one-self

CONTENTS:

1. Different types of threat and dangers
2. Child protection policy
3. State/territory requirements about responding to indication of abuse and reporting process

CONDITIONS:

Students/trainees must be provided with the following:

1. Pertinent documents
2. Hand-outs
3. Videos/tapes/CD's

METHODOLOGIES:

1. Lecture - demonstration
2. Self-paced Instruction
3. Group discussion
4. Role playing

ASSESSMENT METHODS:

1. Hands-on
2. Direct observation
3. Practical Demonstration

UNIT OF COMPETENCY : PROVIDE CARE FOR PETS

MODULE TITLE : PROVIDING CARE FOR PETS

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required to .

NOMINAL DURATION : 4 Hrs

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/ trainees will be able to:

- LO1. Feed pets
- LO2. Bathe pets
- LO3. Groom pets
- LO4. Take pets for stroll
- LO5. Take pets to veterinarian

LO1. Feed pets

ASSESSMENT CRITERIA:

1. Foods appropriate for pets are prepared in accordance to required diet.
2. Feeding and drinking paraphernalia are washed in accordance with cleaning procedures
3. Food is served into feeding paraphernalia in accordance with feeding pattern.
4. Water is served into the drinking paraphernalia in accordance with feeding requirement.
5. Feeding and drinking paraphernalia stored in accordance with standard practices.

CONTENTS:

- Types of pets and characteristics
- Safe Feeding procedures
- Nutritional Food and Proper Diet
- Planning For Nutritional Meal
- Health Needs for Pets
- Food Safety Practices
- Meal Patterns of the Day
- Food and Drink Preferences

CONDITIONS:

The students/ trainees must be provided with the following:

- Simulated workplace
- Pet/s
- Pet's foods
- Feeding and drinking paraphernalia and storage

METHODOLOGIES:

- Lecture
- Self instructions
- practical exercises

ASSESSMENT METHODS:

- Written test/ questioning
- Demonstration

LO2. Bathe Pets

ASSESSMENT CRITERIA:

1. Bathing paraphernalia is prepared in accordance with safe practices
2. Bathing area is checked for cleanliness and completeness.
3. Bathing is performed in accordance with pets' bathing requirement.
4. Pets are dried as appropriate.
5. Bathing paraphernalia is stored in accordance with safe practices
6. Bathing area is cleaned and dried in accordance with safe practices.

CONTENTS:

- Bathing procedure
- Bathing paraphernalia
- Drying of pets
- Storage of bathing paraphernalia

CONDITIONS:

The students/ trainees must be provided with the following:

- Pet/s
- bathing paraphernalia
- Storage
- Pets towel , shampoo, soap
- Drying paraphernalia

METHODOLOGIES:

- Lecture
- Self instructions
- practical exercises

ASSESSMENT METHODS:

- Written test/ questioning
- Demonstration

LO3. Groom Pets

ASSESSMENT CRITERIA:

1. Grooming paraphernalia is prepared in accordance with requirement
2. Pets' hair is checked for entanglement.
3. Pets' nails are filed in accordance to grooming procedures.
4. Eyes, ears, nose and teeth are cleaned in accordance to grooming requirements.
5. Grooming paraphernalia is cleaned in accordance with safe practices
6. Grooming paraphernalia is stored as per standard practices.
7. Grooming area is cleaned in accordance with standard practices

CONTENTS:

- Types of grooming paraphernalia and applications
- Grooming procedures
- Storing of grooming paraphernalia

CONDITIONS:

The students/ trainees must be provided with the following:

- Pet/s
- grooming paraphernalia
- storage of grooming paraphernalia

METHODOLOGIES:

- Lecture
- Self instructions
- practical exercises

ASSESSMENT METHODS:

- Written test/ questioning
- Demonstration

LO4. Take Pet for stroll

ASSESSMENT CRITERIA:

- Pets' schedule is prepared in accordance with household schedule.
- Pets' strolling paraphernalia is prepared in accordance with safety procedure
- Pets are brought to designated stroll places for pets.

CONTENTS:

- Pets Stroll scheduling
- Strolling paraphernalia preparation
- Pet strolling places

CONDITIONS:

The students/ trainees must be provided with the following:

- Pet/s
- strolling paraphernalia
- pet strolling places

METHODOLOGIES:

- Lecture
- Self instructions
- practical exercises

ASSESSMENT METHODS:

- Written test/ questioning
- Demonstration

LO5. Take Pet to veterinarian

ASSESSMENT CRITERIA:

1. Pets' schedule coordinated in accordance with veterinarian's schedule.
2. Pets' paraphernalia is prepared in accordance with standard practices.
3. Pets are brought to veterinarian for regular check-up.

CONTENTS:

- Pets check up schedule coordination
- Pets check up paraphernalia preparation

CONDITIONS:

The students/ trainees must be provided with the following:

- Pet/s
- pet paraphernalia
- veterinary

METHODOLOGIES:

- Lecture
- Self instructions
- practical exercises

ASSESSMENT METHODS:

- Written test/ questioning
- Demonstration

Skills Qualification Ladder of

Household Service Workers (HSW)

• Utilize specialized communication skills
 • Apply problem-solving techniques in the workplace
 • Collect, analyze and organize information
 • Promote environmental protection
 • Develop teams and individuals
 • Core unit/s on country specific competency requirement

Governance/
Butler, 80
Hours

- Plan and organize work
 - Child Care
 - Home Management
 - Cooking
 - Care of pets
- Develop and practice negotiation skills
- Use mathematical concepts and techniques
- Respond to emergency
 - Home Safety
 - First Aid
- Maintain healthy and safe environment
- Respond effectively to difficult/challenging behavior
 - Personality Development
- Core unit/s on country specific requirement

Super Maid (Home Manager), 116 hours

(Accommodated the subjects in the Ad. This is shorter because HSW NCII is the basic training provision)

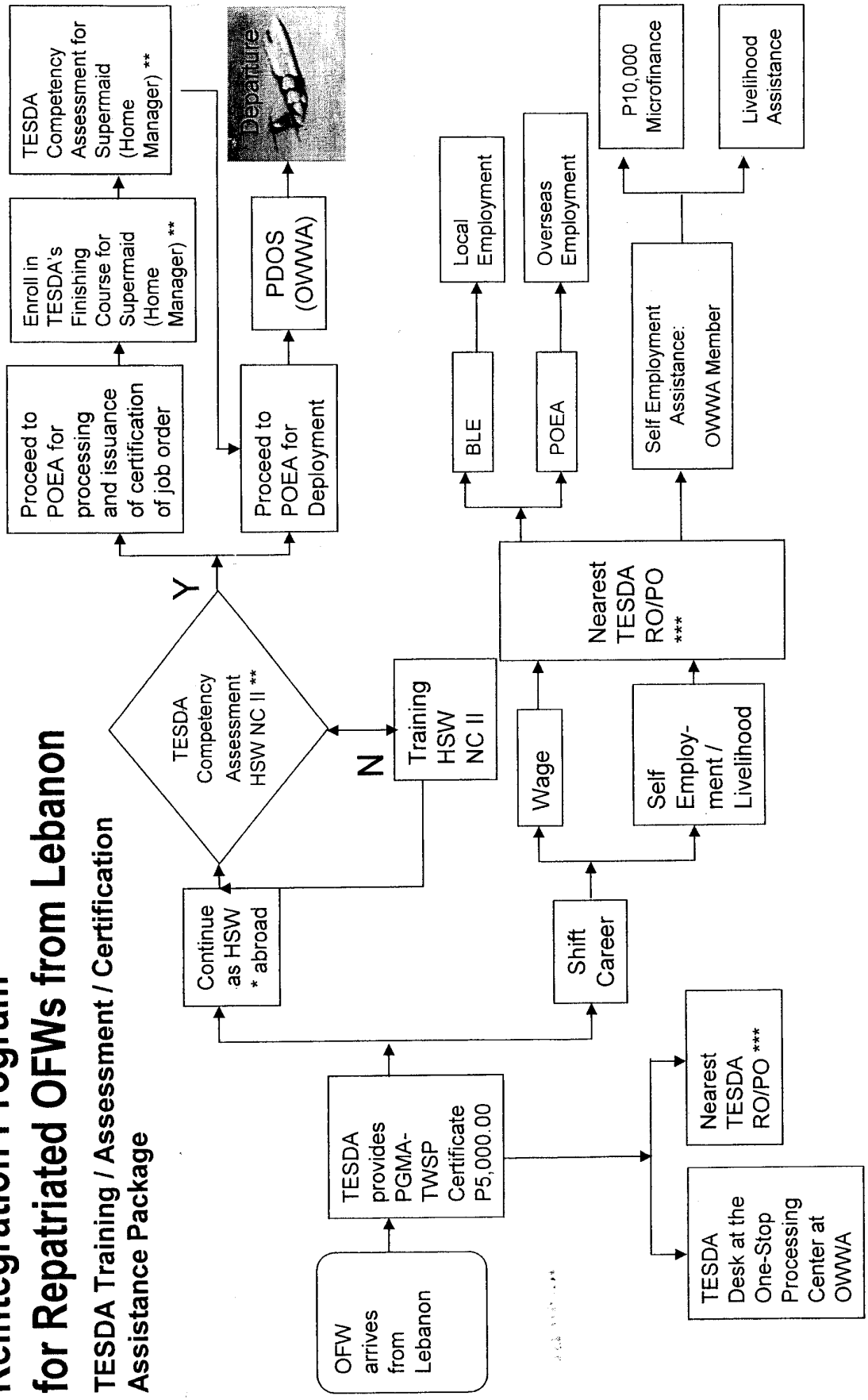
- Participate in workplace communication
- Work in team environment
- Practice career professionalism
- Practice occupational health and safety procedures
- Maintain effective relationship with employers
- Manage own performance
- Clean living room, dining room, bedrooms, toilet and kitchen
- Wash and iron clothes, linen and fabric
- Prepare hot and cold meals/food
- Provide food and beverage service

Household Service Worker, NCII, 216 Hours

Promulgated 19 May 2005
 Situationer: 16 Private TVIs with 21 Registered Household Services Programs

Reintegration Program for Repatriated OFWs from Lebanon

TESDA Training / Assessment / Certification Assistance Package



* HSW: Household Service Worker

** Initially at the TESDA Women's Center (TWC) by 21 August 2006, eventually in selected TESDA Technology Institutes (TTIs)

*** TESDA Regional Office / Provincial Offices