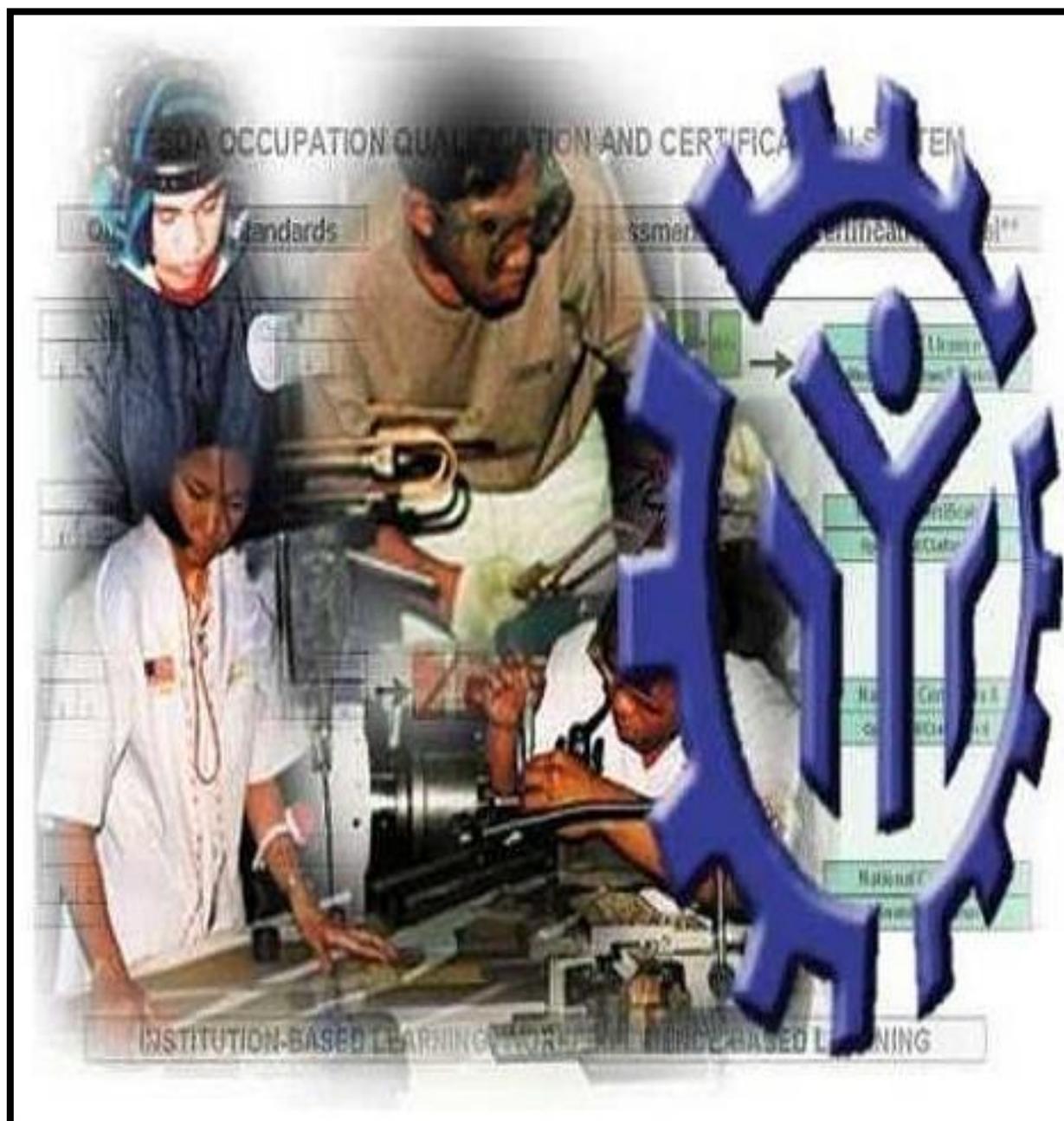


# TRAINING REGULATIONS

## BARANGAY HEALTH SERVICES NC II



### HUMAN HEALTH/HEALTH CARE SECTOR

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

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

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

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

- 1 Development of curriculum and assessment tools;
- 2 Registration and delivery of training programs; and
- 3 Establishment of competency assessment and certification arrangements.

Each TR has four sections:

- Section 1 Definition of Qualification - describes the qualification and defines competencies that comprise the qualification.
- Section 2 The Competency Standards format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.
- Section 3 Training Arrangements - contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.
- Section 4 Assessment and Certification Arrangements - describe the policies governing assessment and certification procedures for the qualification

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# TRAINING REGULATIONS FOR BARANGAY HEALTH SERVICES NC II

## SECTION 1 BARANGAY HEALTH SERVICES NC II QUALIFICATION

The **BARANGAY HEALTH SERVICES NC II** Qualification consists of competencies that a person assist the household to identify health problems to promote health and well-being, share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease promotion and control, ensure the proper maintenance of health station and safe custody and its medical supplies, materials and health records, monitor health status of household members under his/her area of service coverage, maintain updated list/records of health activities.

The Units of Competency comprising this Qualification include the following:

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

<b>UNIT CODE</b>	<b>COMMON COMPETENCIES</b>
HHC323201	Implement and monitor infection control policies and procedures
HHC323202	Respond effectively to difficult/challenging behavior
HHC323203	Apply basic first aid
HHC323204	Maintain high standard of patient / client services

<b>UNIT CODE</b>	<b>CORE COMPETENCIES</b>
HHC532301	Assist the household to identify health problems to promote health and well-being
HHC532302	Share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease prevention and control
HHC532303	Ensure the proper maintenance of health station and safe custody of its equipment, medical supplies, materials, and health records
HHC532304	Monitor health status of household members under his/her area of service coverage
HHC532305	Maintain updated list/records of health activities

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

- Barangay Health Worker**

## SECTION 2 COMPETENCY STANDARDS

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

### BASIC COMPETENCIES

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

**UNIT CODE : 400311210**

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <b>appropriate sources</b> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <b>medium</b> 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 <b>storage</b> of information are used	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Complete relevant work related documents	3.1 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Effective record keeping skills

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Prepared written communication following standard format of the organization</li> <li>1.2 Accessed information using workplace communication equipment/systems</li> <li>1.3 Made use of relevant terms as an aid to transfer information effectively</li> <li>1.4 Conveyed information effectively adopting formal or informal communication</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Fax machine</li> <li>2.2 Telephone</li> <li>2.3 Notebook</li> <li>2.4 Writing materials</li> <li>2.5 Computer with Internet connection</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Interview</li> <li>3.3 Written test</li> <li>3.4 Third-party report</li> </ul>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or through an accredited institution</p>

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

**UNIT CODE : 400311211**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Describe team role and scope	1.1 The <b><i>role and objective of the team</i></b> is identified from available <b><i>sources of information</i></b> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one’s role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available <b><i>sources of information</i></b> 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on <b>workplace context</b> 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Worked in a team to complete workplace activity</li> <li>1.2. Worked effectively with others</li> <li>1.3. Conveyed information in written or oral form</li> <li>1.4. Selected and used appropriate workplace language</li> <li>1.5. Followed designated work plan for the job</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or tasks</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> <li>3.4. Socio-drama and socio-metric methods</li> <li>3.5. Sensitivity techniques</li> <li>3.6. Written Test</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in group</li> </ul>

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

**UNIT CODE : 400311212**

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

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Determined the root cause of a routine problem</li> <li>1.2 Identified solutions to procedural problems.</li> <li>1.3 Produced documentation that recommends solutions to problems.</li> <li>1.4 Followed established procedures.</li> <li>1.5 Referred unresolved problems to support persons.</li> </ul>
2. Resource Implications	2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Case Formulation</li> <li>3.2 Life Narrative Inquiry</li> <li>3.3 Standardized test</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

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

**UNIT CODE : 400311213**

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

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311214**

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

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

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Integrate ideas for change in the workplace.	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 <b>Reporting skills</b> are likewise used to communicate results. 3.4 <b>Current Issues and concerns</b> on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements. 3.2 Positive impacts and challenges in innovation. 3.3 Types of changes and responsibility. 3.4 Seven habits of highly effective people. 3.5 Basic research skills.	3.1 Identifying opportunities to improve and to do things better. Involvement. 3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified opportunities to do things better.</li> <li>1.2 Discussed and developed ideas with others on how to contribute to workplace innovation.</li> <li>1.3 Integrated ideas for change in the workplace.</li> <li>1.4 Analyzed and reported rooms for innovation and learning in the workplace.</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Pens, papers and writing implements.</li> <li>2.2 Cartolina.</li> <li>2.3 Manila papers.</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Psychological and behavioral Interviews.</li> <li>3.2 Performance Evaluation.</li> <li>3.3 Life Narrative Inquiry.</li> <li>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>3.5 Sensitivity analysis.</li> <li>3.6 Organizational analysis.</li> <li>3.7 Standardized assessment of character strengths and virtues applied.</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ul>

**UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION**

**UNIT CODE : 400311215**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct
2. Assess gathered data/information	2.1 Validity of data/information is assessed 2.2 Analysis techniques are applied to assess data/information. 2.3 Trends and anomalies are identified 2.4 <b>Data analysis techniques</b> and procedures are documented 2.5 Recommendations are made on areas of possible improvement.	2.1 Business mathematics and statistics 2.2 Data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
			2.5 Stating organisational values, ethics and codes of conduct
3. Record and present information	<p>3.1 Studied data/information are recorded.</p> <p>3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference.</p> <p>3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset.</p> <p>3.4 Findings are presented to stakeholders.</p>	<p>3.1 Data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Organisational values, ethics and codes of conduct</p>	<p>3.1 Describing data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Stating organisational values, ethics and codes of conduct practices</p>

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311216**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify OSH compliance requirements	1.1 Relevant <b>OSH requirements, regulations, policies and procedures</b> are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to <b>appropriate personnel</b> 1.3 <b>OSH preventive and control requirements</b> are identified in accordance with OSH work policies and procedures	1.1. OSH preventive and control requirements 1.2. Hierarchy of Controls 1.3. Hazard Prevention and Control 1.4. General OSH principles 1.5. Work standards and procedures 1.6. Safe handling procedures of tools, equipment and materials 1.7. Standard emergency plan and procedures in the workplace	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2. Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3. Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1. Resources necessary to execute hierarchy of controls 2.2. General OSH principles 2.3. Work standards and procedures 2.4. Safe handling procedures of tools, equipment and materials 2.5. Different OSH control measures	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 <b><i>Non-compliance work activities</i></b> are reported to <i>appropriate personnel</i>	3.1. OSH work standards 3.2. Industry related work activities 3.3. General OSH principles 3.4. OSH Violations Non-compliance work activities	3.1 Communication skills 3.3 Interpersonal skills 3.4 Troubleshooting skills 3.5 Critical thinking skills 3.6 Observation skills

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Convey OSH work non-conformities to appropriate personnel</li> <li>1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures</li> <li>1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures</li> <li>1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards</li> <li>1.5. Execute work activities in accordance with OSH work standards</li> <li>1.6. Report OSH activity non-compliance work activities to appropriate personnel</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Facilities, materials tools and equipment necessary for the activity</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

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

**UNIT CODE : 400311217**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <b>environmental work procedures</b>	1.1. Importance of Environmental Literacy 1.2. Environmental Work Procedures 1.3. Waste Minimization 1.4. Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to <i>appropriate personnel</i> 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

### RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Measured required resource utilization in the workplace using appropriate techniques</li> <li>1.2. Recorded data in accordance with workplace protocol</li> <li>1.3. Identified causes of inefficiency and/or ineffectiveness through deductive reasoning</li> <li>1.4. Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures</li> <li>1.5. Report efficiency and effectiveness of resource utilization to appropriate personnel</li> <li>1.6. Clarify feedback on information/concerns raised with appropriate personnel</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace</li> <li>2.2 Tools, materials and equipment relevant to the tasks</li> <li>2.3 PPE</li> <li>2.4 Manuals and references</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstration</li> <li>3.2 Oral questioning</li> <li>3.3 Written examination</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>4.2 Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ul>

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

**UNIT CODE : 400311218**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Apply entrepreneurial workplace best practices	1.1 <b>Good practices</b> relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in <b>resource utilization</b> are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: 1.3.1 Patience 1.3.2 Honesty 1.3.3 Quality-consciousness 1.3.4 Safety-consciousness 1.3.5 Resourcefulness	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to <b>appropriate person</b> . 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: 2.3.1 Patience 2.3.2 Honesty 2.3.3 Quality-consciousness 2.3.4 Safety-consciousness 2.3.5 Resourcefulness	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy
3. Methods of Assessment	<b>Competency in this unit should be assessed through:</b> 3.1 Interview 3.2 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

## COMMON COMPETENCIES

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

**UNIT CODE :** HHC323201

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

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Provide information to the work group about the organization's infection control policies and procedures.	1.1 Relevant information about the organization's infection control policy and procedures, and applicable <b>industry codes of practice</b> are accurately and clearly explained to the work group  1.2 Information about identified <b>hazards and the outcomes of infection risk assessments</b> is regularly provided to the work group  1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices	1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques  1.2 Reporting, documentation and use of non - verbal and verbal communication  1.3 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures  1.4 Respect for patient / client rights  1.5 Knowledge on the use of personal protective equipment  1.6 Basic knowledge on infectious diseases transmission  1.7 Concepts on modes of communication  1.8 Knowledge on equipment for communication to be used	1.1 Using personal protective equipment  1.2 Identify transmission of infectious diseases  1.3 Identify mode of communication  1.4 Apply modes of communication  1.5 Operate equipment for communication  1.6 Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures  1.7 Respect patient / client rights  1.8 Effective communicating and interpersonal skills including: 1.8.1 language competence literacy and reading competence 1.8.2 Negotiating Skills 1.8.3 Intra and Interpersonal skills

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		(computer, telephone, cell phone etc.)	1.8.4 Reporting and documentation with accuracy 1.8.5 Communication skills practiced with ease
2. Integrate the organization's infection control policy and procedure into work practices	<p>2.1 <b>Infection control policy</b> and procedures are implemented by supervisor and members of the work group.</p> <p>2.2 Liaison is maintained with person responsible for organization-wide infection control.</p> <p>2.3 The Supervisor's coaching support ensures that individuals/teams are able to implement infection control practices</p> <p>2.4 Work procedures are adopted to reflect appropriate infection control practice</p> <p>2.5 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution</p> <p>2.6 Workplace procedures for dealing with infection control risks and hazardous events are implemented whenever necessary</p> <p>2.7 Employees are encouraged to report infection risks and to improve infection control procedures</p>	<p>2.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p> <p>2.2 Reporting, documentation and use of non-verbal and verbal communication</p> <p>2.3 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>2.4 Respect for patient / client rights</p> <p>2.5 The significance of other management systems and procedures for infection control</p> <p>2.6 Knowledge on the use of personal protective equipment</p> <p>2.7 Basic knowledge on infectious diseases transmission</p> <p>2.8 Concepts on modes of</p>	<p>2.1 Using personal protective equipment</p> <p>2.2 Identify transmission of infectious diseases</p> <p>2.3 Identify mode of communication</p> <p>2.4 Apply modes of communication</p> <p>2.5 Operate equipment for communication</p> <p>2.6 Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>2.7 Respect patient / client rights</p> <p>2.8 Effective communicating and interpersonal skills including:</p> <p>2.9 language competence</p> <p>2.10 literacy and reading competence</p> <p>2.11 Negotiating Skills</p> <p>2.12 Intra and Interpersonal skills</p> <p>2.13 Reporting and documentation with accuracy</p> <p>2.14 Communication skills practiced with ease</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		<p>communication</p> <p>2.9 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)</p>	
<p>3. Monitor infection control performance and implement improvements in practices</p>	<p>3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures</p> <p>3.2 Work procedures to control infection risks are monitored to ensure compliance</p> <p>3.3 Work procedures are regularly reviewed and adjusted to ensure improvements in infection control practice</p> <p>3.4 Supervisor provides feedback to team and individuals on compliance issues, changes in work procedures and infection control outcomes</p> <p>3.5 Training in work procedures is provided as required to ensure maintenance of <b>infection control standards</b></p> <p>3.6 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <b>designated personnel</b></p> <p>3.7 Records of infection control risks and incidents are accurately maintained</p>	<p>3.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p> <p>3.2 Reporting, documentation and use of non-verbal and verbal communication</p> <p>3.3 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.4 Respect for patient / client rights</p> <p>3.5 The significance of other management systems and procedures for infection control</p> <p>3.6 Knowledge on the use of personal protective equipment</p> <p>3.7 Basic knowledge on infectious diseases transmission</p> <p>3.8 Concepts on modes of communication</p> <p>3.9 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)</p>	<p>3.1 Using personal protective equipment</p> <p>3.2 Identify transmission of infectious diseases</p> <p>3.3 Identify mode of communication</p> <p>3.4 Apply modes of communication</p> <p>3.5 Operate equipment for communication</p> <p>3.6 Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.7 Respect patient / client rights</p> <p>3.8 Effective communicating and interpersonal skills including:</p> <p>3.9 language competence</p> <p>3.10 literacy and reading competence</p> <p>3.11 Negotiating Skills</p> <p>3.12 Intra and Interpersonal skills</p> <p>3.13 Reporting and documentation with accuracy</p> <p>3.14 Monitoring of</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	as required 3.8 <b>Aggregate infection control</b> information reports are used to identify hazards, to monitor and improve risk control Method and to indicate training needs		incidence of infection in the workplace 3.15 Communication skills practiced with eased

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Industry Codes of Practice	May include: 1.1 National Health and Medical Research Council Guidelines for infection control 1.2 Local & National Government Guidelines and Standards 1.3 Manufacturer's recommendations and operating manuals
1. Hazards and the outcomes of infection risk assessments	May include: 2.1 Sharps 2.2 Glass 2.3 Waste 2.4 Human waste and human tissues 2.5 Personal contact with infectious patients / clients 2.6 Animals, insects and vermin 2.7 Stock, including food, which has passed "used-by" dates. 2.8 Incorrect concentration of disinfectants and chemicals 2.9 Cleaning procedures 2.10 Linen handling procedures 2.11 Work flows 2.12 Use of personal protective clothing 2.13 Food safety 2.14 Personal hygiene
2. Infection Control Policy and Procedures	May include: 3.1 Cleaning procedures and schedules 3.2 Cleaning agents 3.3 Cleaning equipment 3.4 Handling, storage and disposal of all types of waste 3.5 Food handling and food safety 3.6 Hygiene procedures 3.7 Infection control risk management 3.8 Infection control incident and hazard reporting 3.9 Sterilizing 3.10 Linen production and handling 3.11 Maintenance procedures 3.12 Storage requirements 3.13 Personal protective clothing 3.14 Work flows 3.15 Management of blood and body fluid spills 3.16 Single use of disposable 3.17 Aseptic techniques 3.18 Skin preparation procedures 3.19 Immunization 3.20 Needle stick injuries 3.21 Personal contact with infectious patients / clients 3.22 Standard and additional precautions 3.23 Confidentiality 3.24 Employee training 3.25 Contractors
4. Infection Control Standards	May include: 4.1 Observations 4.2 Interviews 4.3 Surveys and inspections

<b>VARIABLE</b>	<b>RANGE</b>
	4.4 Quality assurance activities 4.5 Review of outcomes 4.6 Data analysis
5. Designated personnel	May include: 5.1 Manager 5.2 Infection Control Coordinator 5.3 Quality Improvement Coordinator 5.4 Infection Control Committee 5.5 Occupational Health and Safety Committee
6. Aggregate infection control information	May include: 6.1 Records of needle stick injuries 6.2 Hospital-acquired infection rates 6.3 DOH healthcare standards clinical indicators 6.4 HACCP records 6.5 Hazard reports

## **EVIDENCE GUIDE**

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

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

**UNIT CODE : HHC323202**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILL</b>
1. Plan responses	<p>1.1 Responses <b>are planned</b> to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources</p> <p>1.2 Specific manifestations of <b>difficult or challenging behavior</b> are identified and <b>strategies appropriate</b> to these behaviors are planned as required.</p> <p>1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures.</p>	<p>1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p> <p>1.2 Reporting, documentation and use of non-verbal and verbal communication</p> <p>1.3 Knowledge on environmental and institutional, rules, guidelines, policies and procedures</p> <p>1.4 Issues relating to difficult and challenging behavior</p> <p>1.5 Patient / client issues which need to be referred to an appropriate health professional</p> <p>1.6 Knowledge on policies and rules of health professionals involved with the care of patient / client</p> <p>1.7 Concepts on modes of communication</p>	<p>1.1 Identify mode of communication</p> <p>1.2 Apply modes of communication</p> <p>1.3 Implement environmental and institutional, rules, guidelines, policies and procedures</p> <p>1.4 Identify issues relating to difficult and challenging behavior</p> <p>1.5 Identify patient / client issues which need to be referred to an appropriate health professional</p> <p>1.6 Thinking and responding quickly and strategically</p> <p>1.7 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>1.8 Working with others and display empathy with patient / client and relatives</p> <p>1.9 Intra and Interpersonal skills</p> <p>1.10 Reporting and documentation with accuracy</p>
2. Apply	2.1 Difficult or	2.1 Literacy levels and	2.1 Identify mode of

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
response	<p>challenging behavior is dealt with promptly, firmly and diplomatically in accordance with <b><i>institutional policies and procedures.</i></b></p> <p>2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior</p> <p>2.3 <b><i>Appropriate strategies are selected</i></b> to suit particular instances of difficult or challenging behavior</p>	<p>communication skills of work group members and consequent suitable communication techniques</p> <p>2.2 Reporting, documentation and use of non-verbal and verbal communication</p> <p>2.3 Knowledge on environmental and institutional, rules, guidelines, policies and procedures</p> <p>2.4 Issues relating to difficult and challenging behavior</p> <p>2.5 Patient / client issues which need to be referred to an appropriate health professional</p> <p>2.6 Knowledge on policies and rules of health professionals involved with the care of patient / client</p> <p>2.7 Concepts on modes of communication</p>	<p>communication</p> <p>2.2 Apply modes of communication</p> <p>2.3 Implement environmental and institutional, rules, guidelines, policies and procedures</p> <p>2.4 Identify issues relating to difficult and challenging behavior</p> <p>2.5 Identify patient / client issues which need to be referred to an appropriate health professional</p> <p>2.6 Thinking and responding quickly and strategically</p> <p>2.7 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>2.8 Working with others and display empathy with patient / client and relatives</p> <p>2.9 Intra and Interpersonal skills</p> <p>2.10 Reporting and documentation with accuracy</p>
3. Report and review incidents	<p>3.1 Incidents are reported according to institutional policies and procedures</p> <p>3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made.</p> <p>3.3 Debriefing</p>	<p>3.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p> <p>3.2 Reporting, documentation and use of non-verbal and verbal communication</p> <p>3.3 Knowledge on</p>	<p>3.1 Identify mode of communication</p> <p>3.2 Apply modes of communication</p> <p>3.3 Implement environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.4 Identify issues relating to difficult and challenging</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	<p>mechanisms and other activities are used and participated in</p> <p>3.4 Advice and assistance is sought from legitimate sources when appropriate.</p>	<p>environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.4 Issues relating to difficult and challenging behavior</p> <p>3.5 Patient / client issues which need to be referred to an appropriate health professional</p> <p>3.6 Knowledge on policies and rules of health professionals involved with the care of patient / client</p> <p>3.7 Concepts on modes of communication</p>	<p>behavior</p> <p>3.5 Identify patient / client issues which need to be referred to an appropriate health professional</p> <p>3.6 Thinking and responding quickly and strategically</p> <p>3.7 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>3.8 Working with others and display empathy with patient / client and relatives</p> <p>3.9 Intra and Interpersonal skills</p> <p>3.10 Reporting and documentation with accuracy</p>

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : HHC323203**

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

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Assess the situation	1.1 <b>Physical hazards</b> to self and casualty's health and safety are identified 1.2 Immediate <b>risks</b> to self and casualty's occupational health and safety (OSH )are minimized by controlling the hazard in accordance with OSH requirements 1.3 Casualty's <b>vital signs</b> and physical condition are assessed in accordance with workplace procedures	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 1.3 Knowledge on basic anatomy and physiology (parts of the human body) 1.4 Concepts on modes of communication 1.5 Knowledge on first aid principles 1.6 Knowledge on the use of equipment (BP apparatus, pulse oxymeter, digital thermometer etc.)	1.1 Identify parts of the human body 1.2 Identify abnormal vital signs of patient / client 1.3 Identify mode of communication 1.4 Apply modes of communication 1.5 Resuscitation Skills 1.6 Operate equipment as required for the assessment of patient / client 1.7 Safe manual handling of casualty 1.8 Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 1.9 Report preparation 1.10 Communication skills 1.11 Intra and Interpersonal skills 1.12 Reporting and documentation with accuracy
2. Apply basic first aid techniques	2.1 <b>First Aid management</b> is provided in accordance with established First	5.1 Reporting, documentation and use of non-verbal and verbal communication	5.1 Identify abnormal vital signs of patient / client 5.2 Identify mode of communication

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	<p>Aid procedures</p> <p>2.2 Casualty is reassured in a caring and calm manner and made comfortable using available resources</p> <p>2.3 First Aid assistance is sought from others in a timely manner and as appropriate</p> <p>2.4 <b>Casualty's condition</b> is monitored and responded to in accordance with effective <b>First Aid principles</b> and workplace procedures</p> <p>2.5 Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with organizational procedures</p> <p>2.6 Casualty management is finalized according to his/her needs and First Aid principles</p>	<p>5.2 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>5.3 knowledge and training on application of first aid</p> <p>5.4 Concepts on modes of communication</p> <p>5.5 Knowledge on first aid principles</p> <p>5.6 Knowledge on the use of equipment for first aid response (ambubag, oxygen etc.)</p>	<p>5.3 Apply modes of communication</p> <p>5.4 Identify need for first aid</p> <p>5.5 Apply first aid</p> <p>5.6 Operate equipment as required for the assessment of patient / client</p> <p>5.7 Safe manual handling of casualty</p> <p>5.8 Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>5.9 Intra and Interpersonal skills</p> <p>5.10 Reporting, monitoring and documentation with accuracy</p>
<p>3. Communicate details of the incident</p>	<p>3.1 Appropriate medical assistance is requested using relevant <b>communication system, equipment and resources</b></p> <p>3.2 Details of casualty's condition and management activities are accurately conveyed to</p>	<p>3.1 Reporting, documentation and use of non-verbal and verbal communication</p> <p>3.2 Concepts on modes of communication</p> <p>3.3 Knowledge on the use of equipment for first aid response (ambubag, oxygen etc.)</p> <p>3.4 Knowledge on the use of equipment for</p>	<p>3.1 Identify mode of communication</p> <p>3.2 Apply modes of communication</p> <p>3.3 Identify equipment to be use</p> <p>3.4 Operate equipment for communication</p> <p>3.5 Communication skills</p> <p>3.6 Intra and Interpersonal skills</p> <p>3.7 Reporting and</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	emergency services/relieving personnel 3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures	communication (computer, cell phone, radio, network etc.)	documentation with accuracy

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Physical Hazards	May include: 1.1 Workplace hazards 1.2 Environmental hazards 1.3 Proximity of other people 1.4 Hazards associated with casualty management processes
2. Risks	May include: 2.1 Worksite equipment, machinery and substances 2.2 Environmental risks 2.3 Bodily fluids 2.4 Risk of further injury to the casualty 2.5 Risk associated with the proximity of the others and bystanders
3. Vital signs	May include: 3.1 Breathing 3.2 Circulation 3.3 Consciousness
4. First Aid Management	May include: 4.1 Workplace policies and procedures 4.2 Industry/site specific regulations, codes 4.3 OSH 4.4 State and territory workplace health and safety requirements 4.5 Allergies the casualty may have
5. Casualty's Condition	May include: 5.1 Abdominal injuries 5.2 Allergic reactions 5.3 Bleeding 5.4 Burns-thermal, chemical, friction, electrical 5.5 Cardiac conditions 5.6 Chemical contamination 5.7 Cod injuries 5.8 Crush injuries 5.9 Dislocations 5.10 Drowning 5.11 Eye injuries 5.12 Fractures 5.13 Head injuries 5.14 Epilepsy 5.15 Minor skin injuries 5.16 Neck and spinal injuries 5.17 Needle stick injuries 5.18 Poisoning and toxic substances 5.19 Shock 5.20 Smoke inhalation
6. First Aid Principles	May include: 6.1 Checking the site for danger to self, casualty' and others and minimizing the danger 6.2 Checking and maintaining the casualty's airways, breathing and circulation
7. Communication	May include:

VARIABLE	RANGE
system	7.1 Mobile phone 7.2 Satellite phones 7.3 HF/VHF radio 7.4 Flags 7.5 Flares 7.6 Two - way radio 7.7 Email 7.8 Electronic equipment
8. Equipment and Resources	May include: 8.1 Defibrillation units 8.2 Pressure bandages 8.3 Thermometers 8.4 First Aid kit 8.5 Eyewash 8.6 Thermal blankets 8.7 Pocket face masks 8.8 Rubber gloves 8.9 Dressing 8.10 Space device 8.11 Cervical collars

## EVIDENCE GUIDE

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

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

**UNIT CODE : HHC323204**

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

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Communicate appropriately with patients / clients	1.1 Effective <b>communication</b> strategies and techniques are identified and used to achieve best patient / client service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to patients / clients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Management of conflict 1.3 knowledge on cultural differences of patient / client including rules and policies as necessary 1.4 Roles and responsibilities of self and other workers within the organization 1.5 Knowledge on patient / client issues that need to be referred to an appropriate health professional 1.6 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others 1.7 Institutional policy on patient / client rights and responsibilities 1.8 Knowledge on the use mathematical operations such as addition, subtraction,	1.1 Calculate costing for additional personnel equipment(ex. Interpreter, gadgets) 1.2 Identifying the mode on communication appropriate for the situation 1.3 Apply modes of communication 1.4 Operating equipment of communication needed 1.5 Establishing and maintaining relationships, taking into account individual differences 1.6 following the instructions and guidance of health professionals involved with the care of patient / client 1.7 respect for patient / client rights 1.8 Using effective listening techniques 1.9 Using appropriate verbal and non-verbal

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		division, multiplication 1.9 Concepts on modes of communication 1.10 Knowledge on the use of equipment 1.11 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)	communication styles 1.10 Oral and written communication 1.11 Problem solving skills that includes using available resources while prioritizing workload 1.12 Dealing with conflict 1.13 Working with others and displaying empathy with patient / client and relatives 1.14 Intra and Interpersonal skills 1.15 Reporting and documentation with accuracy
2. Establish and maintain good interpersonal relationship with patients / clients	2.1 Rapport is established to ensure the service is appropriate to and in the best interests of <b>patients / clients</b> 2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service 2.3 Patient / client concerns and needs are correctly identified and responded to responsibly and accordingly established procedures and guidelines 2.4 Effectiveness of interpersonal interaction is consistently monitored and	2.1 Reporting, documentation and use of non-verbal and verbal communication 2.2 Management of conflict 2.3 Knowledge on cultural differences of patient / client including rules and policies as necessary 2.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others 2.5 Institutional policy on patient / client rights and responsibilities 2.6 Concepts on modes	2.1 Identifying the mode on communication appropriate for the situation 2.2 Apply modes of communication 2.3 Operating equipment of communication needed 2.4 Establishing and maintaining relationships, taking into account individual differences 2.5 following the instructions and guidance of health professionals involved with the care of patient / client 2.6 respect for patient / client rights 2.7 Using effective

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	evaluated to ensure best patient / client service outcomes	<p>of communication</p> <p>2.7 Knowledge on the use of equipment</p> <p>2.8 knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)</p>	<p>listening techniques</p> <p>2.8 Using appropriate verbal and non-verbal communication styles</p> <p>2.9 Oral and written communication</p> <p>2.10 Working with others and displaying empathy with patient / client and relatives</p> <p>2.11 Conflict management</p> <p>2.12 Intra and Interpersonal skills</p> <p>2.13 Reporting and documentation with accuracy</p>
3. Act in a respectful manner at all times	<p>3.1 <b>Respect for differences</b> is positively, actively and consistently demonstrated in all work</p> <p>3.2 <b>Confidentiality and privacy of patient / clients</b> is maintained</p> <p>3.3 Courtesy is demonstrated in all interactions with patients / clients, their visitors, careers and family</p> <p>3.4 Assistance with the care of patients / clients with challenging behaviors is provided in accordance with established procedures</p> <p>3.5 Techniques are used to manage and minimize aggression</p>	<p>3.1 Reporting, documentation and use of non-verbal and verbal communication</p> <p>3.2 Management of conflict</p> <p>3.3 knowledge on cultural differences of patient / client including rules and policies as necessary</p> <p>3.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others</p> <p>3.5 Institutional policy on patient / client rights and responsibilities</p> <p>3.6 Concepts on modes of communication</p> <p>3.7 Knowledge on the use of equipment</p> <p>3.8 knowledge on</p>	<p>3.1 Identifying the mode on communication appropriate for the situation</p> <p>3.2 Apply modes of communication</p> <p>3.3 Operating equipment of communication needed</p> <p>3.4 Establishing and maintaining relationships, taking into account individual differences</p> <p>3.5 following the instructions and guidance of health professionals involved with the care of patient / client</p> <p>3.6 respect for patient / client rights</p> <p>3.7 Using effective listening techniques</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		operating of equipment needed for communication (computer, cell phone, and other forms of media)	3.8 Using appropriate verbal and non-verbal communication styles 3.9 Oral and written communication 3.10 Working with others and displaying empathy with patient / client and relatives 3.11 Conflict management 3.12 Intra and Interpersonal skills 3.13 Reporting and documentation with accuracy
4. Evaluate own work to maintain a high standard of patient / client service	4.1 Advice and assistance is received or sought from appropriate sources on own <b>performance</b> 4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of patient / client support	4.1 Reporting, documentation and use of non-verbal and verbal communication 4.2 Concepts on modes of communication 4.3 Knowledge on evaluation and analysis of work performance	4.1 Identifying the mode on communication appropriate for the situation 4.2 Apply modes of communication 4.3 Identify standards for work procedures 4.4 Implement standards for work procedures 4.5 Maintain standards for work procedures 4.6 Intra and Interpersonal skills 4.7 Reporting and documentation

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication	May include: <ol style="list-style-type: none"> <li>1.1. English/Tagalog/vernacular</li> <li>1.2. Sign language</li> <li>1.3. Through an interpreter</li> <li>1.4. Community language as required by the service / organization</li> </ol>
2. Patients / clients	May include: <ol style="list-style-type: none"> <li>2.1. Patients / clients</li> <li>2.2. Prospective patients / clients to the service or services</li> <li>2.3. Patients / clients may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies</li> </ol>
3. Respect for difference	May include: <ol style="list-style-type: none"> <li>3.1 Physical</li> <li>3.2 Cognitive/mental or intellectual issues that may impact on communication</li> <li>3.3 Cultural and ethnic</li> <li>3.4 Religious/spiritual</li> <li>3.5 Social</li> <li>3.6 Age</li> <li>3.7 Language literacy and numeracy abilities</li> <li>3.8 Sexuality and sexual preference</li> </ol>
4. Confidentiality and privacy of patients / clients	May include: <ol style="list-style-type: none"> <li>4.1 Fees</li> <li>4.2 Health fund entitlements</li> <li>4.3 Welfare entitlements</li> <li>4.4 Payment Method and records</li> <li>4.5 Public environments</li> <li>4.6 Legal and ethical requirements</li> <li>4.7 Writing details ie medical and consent forms</li> <li>4.8 Conversations on the telephone</li> <li>4.9 Secure location for written records</li> <li>4.10 Offering a private location for discussions</li> <li>4.11 Information disclosed to an appropriate person consistent with one's level of responsibility</li> </ol>
4. Others with whom interaction is required in regard to patient / client services	May include: <ol style="list-style-type: none"> <li>4.1 Other staff and team members</li> <li>4.2 Service units or departments</li> <li>4.3 Family members, careers and friends of patients / clients</li> <li>4.4 Professional representatives or agents of patients / clients such as:               <ol style="list-style-type: none"> <li>4.4.1 Medical specialists</li> <li>4.4.2 Nurses</li> <li>4.4.3 Social workers</li> <li>4.4.4 Dietitians</li> <li>4.4.5 Therapists</li> <li>4.4.6 Allied health professionals</li> <li>4.4.7 Volunteers</li> <li>4.4.8 Teachers and/or spiritual</li> </ol> </li> </ol>

VARIABLE	RANGE
	4.4.9 Community 4.5 General public
5. Modes of communication:	May include: 5.1 Continuing interaction with patients / clients and clients 5.2 Verbal conversations either in person or via telephone 5.3 Written notes by post or electronic media 5.4 Worker, family member friend or professional interpreter who has relevant languages
6. Performance monitoring	May include: 6.1 Self-monitoring 6.2 Supervisor assessment 6.3 Patient / client feedback

## EVIDENCE GUIDE

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

## CORE COMPETENCIES

**UNIT OF COMPETENCY** : **ASSIST THE HOUSEHOLD TO IDENTIFY HEALTH PROBLEMS TO PROMOTE HEALTH AND WELL-BEING**

**UNIT CODE** : **HHC532305**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude required in primary health care to record health activities. The unit involves the documentation of information about health activities. This unit applies to health worker providing support to the delivery of primary health care. It also includes facilitating communication of clients to service providers.

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Assist client to communicate with service providers	<p>1.1 <b>Services</b> offered are explained by specific <b>health service providers</b> to patients in accordance with established standard policies and procedures</p> <p>1.2 <b>Clients</b> are supported in the use of their preferred language when communicating with service providers</p> <p>1.3 Appropriate <b>visual aids</b> and other <b>resources</b> are used to support patient's understanding in accordance with established procedures</p> <p>1.4 Appropriate respect, behavior and communication are shown to the patient</p>	<p>1.1 Office Forms</p> <p>1.2 Office Records</p> <p>1.3 Office Guidelines and Protocol</p> <p>1.4 Referral System</p> <p>1.5 Survey</p> <p>1.6 Profiling Forms</p> <p>1.7 Basic Mathematics</p> <p>1.8 Policies, protocols and guidelines on records management</p> <p>1.9 Institutional policies, guidelines and procedures</p> <p>1.10 Systems of Control</p> <p>1.11 Records Updating</p> <p>1.12 Services</p> <p>1.13 Health Service Provider</p> <p>1.14 Patient</p> <p>1.15 Visual Aids</p> <p>1.16 Resources</p>	<p>1.1 Information Gathering</p> <p>1.2 Report Writing</p> <p>1.3 Typing Skills</p> <p>1.4 Retrieving copies/records (e.g. action plans, resolutions etc) as needed</p> <p>1.5 Maintaining and updating master lists or records of clients</p> <p>1.6 Ensuring completeness and accuracy of clients' data/information</p> <p>1.7 Conducting house to house visit to validate data being gathered</p> <p>1.8 Sorting of data/records</p> <p>1.9 Applying policies, protocol and guidelines on records management</p> <p>1.10 Applying techniques for systematic filing and collating of files/records</p> <p>1.11 Observing of 5S (sort, standardize, self-discipline and sustain)</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
2. Explain health concerns to service providers for better understanding of client and community needs	2.1 <b>Client needs and concerns</b> are communicated to service providers to facilitate access to services 2.2 Local <b>community values, beliefs and gender roles</b> are communicated to service providers as required 2.3 Role of <b>traditional healers</b> are explained in the community to service providers as required	2.1 Information 2.2 History Taking 2.3 Records/Data 2.4 Documentation 2.5 Records Management System 2.6 Policies, protocols and guidelines on records management 2.7 Institutional policies, guidelines and procedures 2.8 Systems of Control 2.9 Record Management 2.10 Service 2.11 Health service provider 2.12 Client 2.13 Community values, beliefs and gender roles 2.14 Role of traditional healers	2.1 Gathering information 2.2 Writing reports 2.3 Documenting updates 2.4 Encoding data 2.5 Updating records
3. Give support to clients when accessing health services	3.1 Clients are accompanied to BHS/RHU as required 3.2 Clients are informed of the schedule of services 3.3 <b>Transportation</b> is facilitated to enable client to travel to and from health service providers 3.4 Clients are reminded to ensure schedules are kept 3.5 Clients are followed- up after schedule as required	3.1 Information 3.2 History taking 3.3 Records 3.4 Documentation 3.5 Policies, protocols and guidelines on records management 3.6 Institutional policies, guidelines and procedures 3.7 Systems of control	3.1 Information gathering 3.2 Report writing 3.3 Typing skills 3.4 Retrieving records (e.g. action plans, resolutions etc) as needed 3.5 Maintaining and updating master lists or records of clients 3.6 Ensuring completeness and accuracy of client's data/information 3.7 Conducting house to house visit to monitor client 3.8 Sorting of data/records

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILL</b>
4. Assist the individual in health planning to address identified needs	<p>4.1 Important information is relayed to concerned individual in accordance with standard operating procedures.</p> <p>4.2 Relevant health interventions responsive to individuals' values and beliefs are suggested in accordance with standard operating procedures.</p> <p>4.3 Monitoring process is regularly done</p>	<p>4.1 Information sharing</p> <p>4.2 Mentoring/ Coaching Values and beliefs</p> <p>4.3 Culture</p> <p>4.4 Basic Mathematics</p> <p>4.5 Health Planning</p> <p>4.6 Monitoring Process</p> <p>4.7 Health Interventions</p>	<p>4.1 Communicating Skills</p> <p>4.2 Planning</p> <p>4.3 Negotiation</p> <p>4.4 Relating to people with different social, cultural and ethnic backgrounds</p> <p>4.5 Monitoring</p>
5. Update list/records of health activities	<p>5.1 Make required checks of patient records</p> <p>5.2 Carry out archiving of patient records as required</p> <p>5.3 Transfer patient records to another health facility upon appropriate request for patient information</p>	<p>5.1 Information</p> <p>5.2 History taking</p> <p>5.3 Records</p> <p>5.4 Documentation</p> <p>5.5 Policies, protocols and guidelines on records management</p> <p>5.6 Institutional policies, guidelines and procedures</p> <p>5.7 Systems of control</p>	<p>5.1 Information gathering</p> <p>5.2 Report writing</p> <p>5.3 Typing skills</p> <p>5.4 Retrieving records (e.g. action plans, resolutions etc) as needed</p> <p>5.5 Maintaining and updating master lists or records of clients</p> <p>5.6 Ensuring completeness and accuracy of client's data/information</p> <p>5.7 Conducting house to house visit to monitor client</p> <p>5.8 Sorting of data/records</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Services	May include: 1.1. Expanded Program on Immunization (EPI) 1.2. Prenatal 1.3. Post-Partum 1.4. National Tuberculosis Program (NTP) 1.5. Family Planning Program 1.6. Breastfeeding Program
2. Health Service Providers	May include: 2.1 Barangay Health Workers (BHW) 2.2 Rural Health Midwives (RHM) 2.3 Nurse Deployment Program (NDP) 2.4 Public Health Nurses (PHN) 2.5 Municipal/City Health Officers (M/CHO) 2.6 Barangay Health Station (BHS) 2.7 Rural Health Unit (RHU) 2.8 District Hospital 2.9 Provincial Hospital 2.10 Medical Centers 2.11 Private Clinics and Hospitals
3. Clients	May include: 3.1 Newborns 3.2 Infants 3.3 Pre-school 3.4 Adolescents 3.5 Women with Reproductive Age (WRA) 3.6 Pregnant Women 3.7 Adult 3.8 Persons with Special Needs 3.9 Elderly 3.12
4. Visual aids	May include: 4.1 Flip charts 4.2 Tarpaulin 4.3 Powerpoint Presentation 4.4 Video Presentation 4.5 Flyers
5. Resources	May include: 5.1 Money 5.2 Machine 5.3 Manpower 5.4 Materials 5.5 Methods
6. Client needs and concerns	May include: 6.1 Availability of health services 6.2 Availability of medicine and drugs 6.3 Out-of-pocket concerns
7. Community Values, Beliefs and Gender Roles	May include: 7.1 Community Values and Beliefs 7.1.1 Traditional Birth (e.g home delivery, presence of husband during delivery)

VARIABLE	RANGE
	7.1.2 Refusal on vaccination/immunization (e.g. side effect of vaccine) 7.1.3 Religion based (e.g. cult) 7.1.4 Refusal in the use of different Family Planning Methods  7.2 Gender Roles 7.2.1 Cases were BHW women should perform 7.2.2 Cases were BHW men should perform
8. Traditional Healers	May include: 8.1 Hilot 8.2 Kumadrona 8.3 Albularyo 8.4 Babaylan 8.5 Mumbaki 8.6 Espiritista
9. Transportation	May include: 9.1 Ambulance 9.2 Sea Ambulance 9.3 Air Ambulance 9.4 Horse-drawn 9.5 Hammock 9.6 Multi-cab

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Supported patient to communicate with service providers 1.2 Assisted service providers to understand patient and community needs 1.3 Gave support to patients when accessing health services
2. Resource Implications	The following resources should be provided: 1.1 Office supplies and materials 1.2 Filing cabinets 1.3 Drawers 1.4 Organizing box
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Written Examination 3.4 Observation
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : SHARE KNOWLEDGE & SKILLS AMONG MEMBERS TO PROVIDE INFORMATION AND EDUCATION COMMUNICATION**

**(IEC) AND/OR HOUSEHOLD TEACHING IN DISEASE  
PREVENTION AND CONTROL**

**UNIT CODE** : **HHC532302**

**UNIT DESCRIPTOR** : This unit of competency specifies the knowledge, skills and attitudes required to promote health programs, projects and activities to improve the quality of health services in the community.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILL</b>
1. Maintain community networks	1.1 Community <b>contacts</b> are identified and followed up to maximize its range 1.2 New <b>networking/linkages</b> is formed to the clients of potential benefits to the organization 1.3 Community relationships are established and maintained in accordance with DOH Health objectives (provide supporting documents e.g. NOH) 1.4 <b>Regular meetings</b> conducted among Brgy. HW for updating health programs/projects	1.1 Organization's policies, plans and procedures 1.2 Office Protocol 1.3 Office Forms/Matrix 1.4 Networking Process 1.5 IEC Materials 1.6 Basic Mathematics 1.7 Priority Programs and Projects	1.1 Initiative 1.2 Communication Skills 1.3 Negotiation skills 1.4 Leadership skills 1.5 Time/Organizational 1.6 Management skills 1.7 Relating to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities 1.8 Applying organization's policies, plans and procedures
2. Promote basic primary health care services to the community	2.1 <b>Issuances, policies and practices</b> of the DOH, RHUs and BHS are effectively communicated to clients and community groups through the guidance of rural health midwife and/or nurse 2.2 Implementation of <b>health strategies</b> are promoted in accordance with organization's interests and requirements. 2.3 Presentation skills are used to communicate the goals and objectives of the	2.1 Types of advocacy materials 2.2 Feedback 2.3 Office Protocol 2.4 Goals and objectives of the organization 2.5 Health services available in the BHS 2.6 Recipients (e.g.local/barangay officials, health providers, parents, health/and non-health organizations 2.7 Importance of health policy and programs being	2.1 Presentation skills 2.2 Disseminate key messages for specific target groups 2.3 Using written and visual aids/supports materials 2.4 Convincing/influencing target groups 2.5 Interpersonal Skills 2.6 Communication skills

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	<p>organization</p> <p>2.4 Feedback is obtained to identify and develop ways to improve promotional activities within available opportunities</p> <p>2.5 Health status of clients are assessed and encouraged to seek consultation/check-up to the BHS, if necessary</p>	<p>promoted</p>	
<p>3. Provide regular and updated basic health education and/or household teaching to the community</p>	<p>3.1 Strategies are implemented according to the needs of the clients/household and community</p> <p>3.2 Basic information on <b>health programs</b> are provided to clients/households and community</p> <p>3.3 <b>Values and beliefs</b> are considered in providing health care and community development program</p>	<p>3.1 Health Program Policies, Guidelines and SOPs</p> <p>3.2 Planning</p> <p>3.3 Information</p> <p>3.4 Documentation</p> <p>3.5 Profiling</p> <p>3.6 Updated information on clients</p> <p>3.7 Monitoring and Evaluation</p> <p>3.8 Basic Mathematics</p> <p>3.9 Values and Beliefs</p>	<p>3.1 Interpersonal Skills</p> <p>3.2 Communication skills</p> <p>3.3 Presenting key information about the health policies, programs and events</p> <p>3.4 Responding to clients/audience queries/questions</p> <p>3.5 Organizing Skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
2. Contacts	May include: 1.1 Senior Citizen 1.2 Individuals 1.3 Household 1.4 Pantawid Pampamilyang Pilipino Program (4Ps) members 1.5 Person with special needs 1.6 Pregnant women
2. Network/Linkages	May include: 2.1 Senior Citizen 2.2 Individuals 2.3 Household 2.4 4 Ps members 2.5 Person with special needs 2.6 Pregnant women 2.7 DepEd 2.8 NGO/LGU
3. Issuances, Policies and Practices	May include: 3.1 DOH Policies and Guidelines (AO, DM, DO) 3.2 Local Policies and Guidelines (e.g. Ordinances, Resolutions, Memo) 3.3 Traditional Beliefs and Practices
4. Health Programs	May include: 4.1 Basic Family Planning 4.2 Immunization 4.3 Prenatal and Post-Natal 4.4 Child Care 4.5 Environmental Sanitation 4.6 Healthy Lifestyle 4.7 Health Insurance (PhilHealth) 4.8 Facility Based Delivery
5. Values and Beliefs	May include: 5.1 Traditional Birth (e.g home delivery, presence of husband during delivery) 5.2 Refusal on vaccination/immunization (e.g. side effect of vaccine) 5.3 Religion-based (e.g.cult)
6. Regular Meetings	May include: 6.1 Monthly Meetings 6.2 Quarterly Meetings
7. Strategies	May include: 7.1 Organizing participation to conventions/congress (e.g. Buntis Congress) 7.2 Active participation to health summit as participant and reactors 7.3 Advocate programs on wellness (e.g. Zumba, Diabetis-Hypertension) 7.4 Identify clients (Health Caravan/Immunization)

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Maintained community networks 1.2 Promoted basic primary health care services to the community 1.3 Provided regular and updated basic health education and/or household teaching to the community
2. Resource Implications	The following resources should be provided: 2.1 Manpower 2.1 Machine 2.2 Money 2.3 Materials 2.4 Methods
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Observation with questioning 3.4 Written Exam
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : ENSURE SAFE KEEPING OF EQUIPMENT, MEDICAL SUPPLIES, MATERIALS AND HEALTH RECORDS IN HEALTH STATION**

**UNIT CODE : HHC532303**

**UNIT DESCRIPTOR :** This unit covers providing knowledge, skills and attitudes to ensure proper use, storage of equipment and other medical supplies. It also covers updating, recording, and storage of medical records.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILL</b>
1. Conduct physical inventory of equipment and medical supplies	<p>1.1 All <b>equipment</b> and <b>medical supplies</b> are counted and recorded in accordance with inventory policies and procedures</p> <p>1.2 All equipment and medical supplies are properly kept in designated places in accordance with inventory policies and procedures</p> <p>1.3 Equipment and medical supplies are managed in accordance with established procedures</p>	<p>1.1 Policies and Guidelines</p> <p>1.2 Proper storage of medical supplies</p> <p>1.3 Basic Mathematics</p> <p>1.4 Equipment and Medical Supplies</p> <p>1.5 Record of equipment and medical supplies</p> <p>1.6 Designated places</p> <p>1.7 Storage Procedures</p> <p>1.8 Guidelines and protocols</p>	<p>3.1 Implementing the policies, guidelines and protocols</p> <p>3.2 Recording of equipment and medical supplies</p> <p>3.3 Applying methods and techniques in storage of equipment</p> <p>3.4 Ensuring access to medical equipment</p>
2. Maintain community facilities and equipment	<p>2.1 Barangay Health Station is properly maintained in accordance with established procedures</p> <p>2.2 Appropriate work is undertaken to ensure that maintenance of equipment and prudent use of community resources, materials and medical supplies are carried out according to DOH protocols</p> <p>2.3 Inventory of</p>	<p>2.1 Guidelines and Protocols</p> <p>2.2 Proper Storage</p> <p>2.3 Basic Mathematics</p> <p>2.4 Barangay Health Station</p> <p>2.5 List of available equipment, community resources, materials and medical supplies</p> <p>2.6 Inventory procedures on medicines and medical equipment is regularly done</p> <p>2.7 Guidelines and protocols</p>	<p>2.1 Records Keeping</p> <p>2.2 Implementing policies and guidelines</p> <p>2.3 Regular updating of records and data.</p> <p>2.4 Implementing the policies, guidelines and protocols</p> <p>2.5 Recording of equipment and medical supplies</p> <p>2.6 Applying methods and techniques in storage of equipment</p> <p>2.7 Ensuring access to medical equipment</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	<p>equipment, community resources, materials and medical supplies regularly done to ensure availability and easy access to the community and in accordance with inventory policies and procedures</p> <p>2.4 All health workers are regularly oriented on the proper use and storage of equipment</p>		
3. Organize health records	<p>3.1 All relevant <b>records</b> are maintained, updated and made available in accordance with workplace requirements</p> <p>3.2 Maintain <b>record system</b> in accordance with workplace requirements</p> <p>3.3 Damaged records are properly disposed according to guidelines and protocol of record management systems</p>	<p>3.1 Office Protocols</p> <p>3.2 Records Management</p> <p>3.3 Basic Mathematics</p> <p>3.4 Records</p> <p>3.5 Records</p> <p>3.6 Maintenance</p> <p>3.7 Records System</p> <p>3.8 Workplace Policies and Guidelines</p> <p>3.10 Proper Disposal of Damaged Records</p>	<p>3.1 Records Keeping</p> <p>3.2 Implementing policies and guidelines</p> <p>3.3 Regular updating of records and data.</p> <p>3.4 Implementing the policies, guidelines and protocols</p> <p>3.5 Recording of equipment and medical supplies</p> <p>3.6 Applying methods and techniques in storage of equipment</p> <p>3.7 Ensuring access to medical equipment</p>

### RANGE OF VARIABLES

VARIABLE	RANGE
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1. Equipment	May include: 1.1 BP Apparatus 1.2 Oxygen Tank and Valve 1.3 Thermometer 1.4 Weighing Scale 1.5 Nebulizer 1.6 Glucometer 1.7 Stethoscope 1.8 First-Aid Kit 1.9 Stretcher 1.10 Crutches 1.11 Wheelchair
2. Medical Supplies	May include: 2.1 Gauze 2.2 Bandage 2.3 Adhesives (Micropore) 2.4 Betadine 2.5 Cotton/Cotton Balls 2.6 Hydrogen Peroxide 2.7 Splint 2.8 Forceps 2.9 Surgical Scissors
3. Records	May include: 3.1 Individual Treatment Record 3.2 Mother and Child Record 3.3 National Tuberculosis Program Record 3.4 Hypertension Record 3.5 Diabetes Mellitus Record 3.6 Family Planning
4. Record System	May include: 4.1 Operational and Tactical Systems 4.2 Clinical and Administrative Systems 4.3 Subject and Task-Based Systems

## EVIDENCE GUIDE

1. Critical Aspects of	Assessment requires evidence that the candidate:
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Competency	2.1 Conducted physical inventory of equipment and medical supplies 2.2 Maintained community facilities and equipment 2.3 Organized health records
1. Resource Implications	The following resources should be provided: 2.2 Manpower 3.1 Machine 3.2 Money 3.3 Materials 3.4 Methods
2. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Observation with questioning 3.4 Written Exam
3. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : MONITOR HEALTH STATUS OF HOUSEHOLD MEMBERS UNDER HIS/HER AREA OF SERVICE COVERAGE**

**UNIT CODE : HHC532304**

**UNIT DESCRIPTOR :** This unit covers knowledge, skills and attitudes in coordinating community consultations and referring clients if applicable.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILL</b>
1. Assist in the consultation	<p>1.1 <b>Clients</b> are prioritized for consultation in accordance with established procedures</p> <p>1.2 Clients are interviewed in accordance with workplace requirements</p> <p>1.3 <b>Vital signs</b> and <b>anthropometric measurements</b> are verified in compliance with WHO standards</p>	<p>1.1 Types of client</p> <p>1.2 Communication Process</p> <p>1.3 Consultation Process</p> <p>1.4 Basic Mathematics</p> <p>1.5 Vital Signs</p> <p>1.6 Vital Signs Taking</p> <p>1.7 Anthropometric Measurement and Monitoring</p>	<p>1.1 Information gathering</p> <p>1.2 Report writing</p> <p>1.3 Communicating skills</p> <p>1.4 Negotiating skills</p> <p>1.5 Relating to people with different social, cultural and ethnic backgrounds</p>
2. Update client's record	<p>2.1 <b>Health data information</b> is updated in accordance with office protocol</p> <p>2.2 <b>Records</b> are maintained in accordance with documentation process</p> <p>2.3. <b>Client's health status</b> is monitored in accordance with workplace requirements</p>	<p>2.1 Interview Process</p> <p>2.2 Documentation Process</p> <p>2.3 Office Protocol</p> <p>2.4 Basic Mathematics</p> <p>2.5 Health Data Information</p> <p>2.6 Records</p> <p>2.7 Records Management</p> <p>2.8 Clients Health Status</p> <p>2.9 Use of medical equipment in vital signs taking</p> <p>2.10 Apply anthropometric measurement monitoring</p>	<p>2.1 Information gathering</p> <p>2.2 Report writing</p> <p>2.3 Communicating Skills</p> <p>2.4 Relating to people with different social, cultural and ethnic backgrounds</p>
3. Refer symptomatic clients to appropriate health facilities	<p>3.1 <b>Referral health facilities</b> are identified in accordance with established procedures</p>	<p>3.1 Medical Services</p> <p>3.2 Referral System</p> <p>3.3 Health Facilities</p> <p>3.4 Service Delivery Network</p> <p>3.5 Client</p>	<p>3.1 Communicating skills</p> <p>3.2 Gathering information</p> <p>3.3 Referral writing</p> <p>3.4 Negotiation skills</p>

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
	3.2 Clients are advised to bring necessary documents/ health records 3.3 <b>Transport of clients</b> are facilitated, if needed	3.6 Basic Mathematics 3.7 Vital Signs Taking 3.8 Symptomatic Clients 3.9 Asymptomatic Clients 3.10 Transport of Clients 3.11 Use of medical equipment in vital signs taking 3.12 Apply anthropometric measurement monitoring	3.5 Networking 3.6 Relating to people with different social, cultural and ethnic backgrounds

#### RANGE OF VARIABLES

VARIABLE	RANGE
1. Client	May include: 1.1 Pregnant 1.2 Women of Reproductive Age 1.3 Infant 1.4 Under-Five 1.5 Adolescent 1.6 Senior Citizens 1.7 Persons with Special Needs
2. Vital Signs	May include: 2.1 Blood Pressure 2.2 Temperature 2.3 Respiration Rate 2.4 Pulse
3. Anthropometric Measurements	May include: 3.1 Weight 3.2 Height 3.3 Body Mass Index (BMI)
4. Health Data Information	May include: 4.1 Name 4.2 Date of Birth/Age 4.3 Gender 4.4 Civil Status 4.5 Religion 4.6 Address 4.7 Contact Number 4.8 Chief Complaint 4.9 OB Score if applicable 4.10 Blood Type

	4.11 Philhealth Status 4.12 History of Work Exposure 4.13 No. of HH Members 4.14 Health History
5. Records	May include: 5.1 Individual Treatment Record 5.2 Mother and Child Record 5.3 National Tuberculosis Program Record 5.4 Hypertension Record 5.5 Diabetes Mellitus Record 5.6 Family Planning
6. Client's Health Status	May include: 6.1 Underweight/Obese/Stunted/Tall 6.2 Controlled/Uncontrolled Diabetes Mellitus or Hypertension 6.3 Undergoing Treatment/Cured/Completed Treatment/Lost to follow-up TB Patient
7. Referral Health Facilities	May include: 7.1 Barangay Health Station 7.2 Rural Health Unit 7.3 District Hospital 7.4 Provincial Hospital 7.5 Medical Centers 7.6 Private Clinics and Hospitals 7.7 Lying-In Clinics
8. Transport of Clients	May include: 8.1 Ambulance 8.2 Sea Ambulance 8.3 Air Ambulance 8.4 Horse-drawn 8.5 Hammock 8.6 Multicab 8.7 Tricycle

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Assisted in the consultation 1.2 Updated clients' record 1.3 Referred symptomatic/asymptomatic patients for appropriate medical services
2. Resource Implications	The following resources should be provided: 2.1 Assessment Manual 2.2 Office Supplies 2.3 Transportation Expenses 2.4 Facilities appropriate for the activity 2.5 Tools and materials appropriate for the activity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Interview 3.2 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with questioning 3.5 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : MAINTAIN UPDATED LIST/RECORDS OF HEALTH ACTIVITIES**

**UNIT CODE : HHC532301**

**UNIT DESCRIPTOR :** This unit covers developing relationship with the households and liaising effectively with individuals and the family to promote health. This also covers the required skills, knowledge and attitudes to promote, monitor and assist in planning and delivery to address identified needs.

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Collate records	1.1 <b>Client's information</b> is updated in accordance with workplace records system requirements and criteria. 1.2 <b>Records</b> are sorted in accordance with workplace requirements. 1.3 Client's information is summarized based on the workplace records system.	1.1 Records 1.2 Documentation 1.3 Workplace Records System Requirements 1.4 Report Writing 1.5 Standard Forms 1.6 Basic Mathematics 1.7 Health Interventions (Knowledge on "All Life Stages and TBD)	1.1 Information gathering 1.2 Report writing 1.3 Communicating skills 1.4 Relating to people with different social, cultural and ethnic backgrounds
2. Prepare reports based on workplace record system	2.1 <b>Reports</b> are prepared in accordance with <b>standard forms</b> . 2.2 <b>Specific cases</b> are discussed with the supervisor. 2.3 Reports are submitted to Rural Health Midwife (RHM) and concerned official in the barangay.	2.1 Reports 2.2 Documentation 2.3 Workplace Records System Requirements 2.4 Report Writing 2.5 Standard Forms 2.6 Basic Mathematics	2.1 Information gathering 2.2 Report writing 2.3 Communicating Skills 2.4 Relating to people with different social, cultural and ethnic backgrounds

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Client Information	May include: 1.1 Name 1.2 Age 1.3 Sex/Gender 1.4 Birthdate 1.5 Address 1.6 Status 1.7 Spouse and Children 1.8 Parents Name 1.9 Religion 1.10 Complaints
2. Records	May include: 2.1 Family Profile 2.2 Household Health Profile
3. Reports	May include: 3.1 BHW Accomplishment Report 3.2 Family Profiling Report 3.3 Family Planning Report 3.4 Health and Sanitation Report
4. Standard Forms	May include: 4.1 BHW Accomplishment 4.2 Family Profiling 4.3 Family Planning, Health and Sanitation
5. Specific Cases	May include: 5.1 Referral to nearest health facility
6. Health Interventions	May include: 6.1 First Aid (if applicable) 6.2 Referral to nearest health facility
7. Monitoring Processes	May include: 7.1 Record of Vital Signs (e.g. BP readings, temperature, pulse rate) 7.2 Record of client's weight and height

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Collated records 1.2 Prepared reports from the record system 1.3 Assisted the individual in health planning to address specific needs
2. Resource Implications	The following resources should be provided: 1.1 Money 1.2 Machine 1.3 Manpower 1.4 Materials 1.5 Methods
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Interview 3.2 Observation with Questioning 3.3 Demonstration with Questioning 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center

## SECTION 3 TRAINING STANDARDS

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

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

### 3.1 CURRICULUM DESIGN

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

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

Course Title: **BARANGAY HEALTH SERVICES**

NC Level: **NC II**

Nominal Training Duration:

	<b>37 Hours</b>	<b>Basic Competencies</b>
	<b>42 Hours</b>	<b>Common Competencies</b>
	<b><u>384 Hours</u></b>	<b>Core Competencies</b>
<b>Total</b>	<b>463 Hours</b>	

Course Description:

This course is designed to enhance the knowledge, skills and attitudes of **BARANGAY HEALTH SERVICES NC II** in accordance with industry standards. This covers competencies that a person must achieve in assisting the household to identify health problems to promote health and well-being, sharing knowledge and skills among members to provide information, education and communication(IEC) and/or household teaching in disease prevention and control, ensuring the proper maintenance of health station and safe custody and its equipment, medical supplies, materials and health records, monitoring health status of household members under his/her area of service coverage and maintaining updated list/records of health activities.

To obtain this, all units prescribed for this qualification must be achieved:

**BASIC COMPETENCIES  
(37 HOURS)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Participate in workplace communication	1.1. Obtain and convey workplace information	<ul style="list-style-type: none"> <li>• Describe Organizational policies</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ Effective communication</li> <li>○ Written communication</li> <li>○ Communication procedures and systems</li> </ul> </li> <li>• Identify:               <ul style="list-style-type: none"> <li>○ Different modes of communication</li> <li>○ Medium of communication</li> <li>○ Flow of communication</li> <li>○ Available technology relevant to the enterprise and the individual's work responsibilities</li> </ul> </li> <li>• Prepare different Types of question</li> <li>• Gather different sources of information</li> <li>• Apply storage system in establishing workplace information</li> <li>• Demonstrate Telephone courtesy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	2 hours
	1.2. Perform duties following workplace instructions	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Written notices and instructions</li> <li>○ Workplace interactions and procedures</li> </ul> </li> <li>• Read instructions on work related forms/documents</li> <li>• Perform workplace duties scenario following workplace instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3. Complete relevant work related documents	<ul style="list-style-type: none"> <li>• Describe Communication procedures and systems</li> <li>• Read: <ul style="list-style-type: none"> <li>○ Meeting protocols</li> <li>○ Nature of workplace meetings</li> <li>○ Workplace interactions</li> <li>○ Barriers of communication</li> </ul> </li> <li>• Read instructions on work related forms/documents</li> <li>• Practice: <ul style="list-style-type: none"> <li>○ Estimate, calculate and record routine workplace measures</li> <li>○ Basic mathematical processes of addition, subtraction, division and multiplication</li> </ul> </li> <li>• Demonstrate office activities in: <ul style="list-style-type: none"> <li>○ workplace meetings and discussions scenario</li> </ul> </li> <li>• Perform workplace duties scenario following simple written notices</li> <li>• Follow simple spoken language</li> <li>• Identify the different Non-verbal communication</li> <li>• Demonstrate ability to relate to people of social range in the workplace</li> <li>• Gather and provide information in response to workplace requirements</li> <li>• Complete work related documents</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	2 hours
2. Work in a team environment	2.1 Describe team role and scope	<ul style="list-style-type: none"> <li>• Discussion on team roles and scope</li> <li>• Participate in the discussion: <ul style="list-style-type: none"> <li>○ Definition of Team</li> <li>○ Difference between team and group</li> <li>○ Objectives and goals of team</li> </ul> </li> <li>• Locate needed information from the different sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Identify one's role and responsibility within team	<ul style="list-style-type: none"> <li>• Role play : <ul style="list-style-type: none"> <li>○ individual role and responsibility</li> </ul> </li> <li>• Role Play <ul style="list-style-type: none"> <li>○ Understanding Individual differences</li> </ul> </li> <li>• Discussion on gender sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>•Role Play</li> <li>•Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 hour
	2.3 Work as a team member	<ul style="list-style-type: none"> <li>• Participate in group planning activities</li> <li>• Role play : Communication protocols</li> <li>• Participate in the discussion of standard work procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>•Group work</li> <li>•Role Play</li> <li>•Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	<b>1 hour</b>
3. Solve/address routine problems	3.1 Identify routine problems	<ul style="list-style-type: none"> <li>• Review of the current industry hardware and software products and services</li> <li>• Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures</li> <li>• Make use of the industry standard diagnostic tools</li> <li>• Share best practices in determining basic malfunctions and resolutions to general problems in the workplace</li> <li>• Analyze routine/procedural problems</li> </ul>	<ul style="list-style-type: none"> <li>•Group discussion</li> <li>•Lecture</li> <li>•Demonstration</li> <li>•Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 hour
	3.2 Look for solutions to routine problems	<ul style="list-style-type: none"> <li>• Review of the current industry hardware and software products and services</li> <li>• Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures</li> <li>• Make use of the industry standard diagnostic tools</li> <li>• Share best practices in determining basic malfunctions and resolutions to general problems in the workplace</li> <li>• Formulate possible solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>•Group discussion</li> <li>•Lecture</li> <li>•Demonstration</li> <li>•Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		and document procedures for reporting			
	3.1 Recommend solutions to problems	<ul style="list-style-type: none"> <li>• Discuss standard operating procedures and documentation processes</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 hour
4. Develop Career and Life Decisions	4.1 Manage one's emotion	<ul style="list-style-type: none"> <li>• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals</li> <li>• Explain enablers and barriers in achieving personal and career goals</li> <li>• Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.</li> <li>• Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional</li> <li>• Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals</li> <li>• Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Develop reflective practice	<ul style="list-style-type: none"> <li>• Enumerate strategies to improve one's attitude in the workplace</li> <li>• Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)</li> <li>• Use basic SWOT analysis as self-assessment strategy</li> <li>• Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence</li> <li>• Demonstrate self-acceptance and being able to accept challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• 5 Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 hour
	4.3 Boost self-confidence and develop self-regulation	<ul style="list-style-type: none"> <li>• Describe the components of self-regulation based on Self-Regulation Theory (SRT)</li> <li>• Explain personality development concepts</li> <li>• Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)</li> <li>• Perform effective communication skills – reading, writing, conversing skills</li> <li>• Show affective skills – flexibility, adaptability, etc.</li> <li>• Determine strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 hour
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Appreciate positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective people</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
	5.2 Discuss and develop ideas with others	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Appreciate positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective people</li> <li>• Communicate ideas through small group discussions and meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 hour
	5.3 Integrate ideas for change in the workplace	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Appreciate positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective people</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Communicate ideas through small group discussions and meetings</li> <li>Demonstrate basic skills in data analysis</li> </ul>		evidence and third-party workplace reports of on-the-job performance. <ul style="list-style-type: none"> <li>Standardized assessment of character strengths and virtues applied</li> </ul>	
6. Present relevant information	6.1 Gather data/ information	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>Organisational protocols</li> <li>Confidentiality and accuracy</li> <li>Business mathematics and statistics</li> <li>Legislation, policy and procedures relating to the conduct of evaluations</li> </ul> </li> <li>Reviewing data/ information</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours
	6.2 Assess gathered data/ information	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>Data analysis techniques/ procedures</li> <li>Organisational values, ethics and codes of conduct</li> <li>Trends and anomalies</li> </ul> </li> <li>Computing business mathematics and statistics</li> <li>Application of data analysis techniques</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	3 Hours
	6.3 Record and present information	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>Reporting requirements to a range of audiences</li> <li>Recommendations for possible improvements</li> </ul> </li> <li>Analysis and comparison of interim and final reports' outcomes</li> <li>Reporting of data findings</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	3 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
7. Practice Occupational Safety And Health Policies And Procedures	7.1 Identify OSH compliance requirements	<ul style="list-style-type: none"> <li>• Discussion regarding:               <ul style="list-style-type: none"> <li>- Hierarchy of Controls</li> <li>- Hazard Prevention and Controls</li> <li>- Work Standards and Procedures</li> <li>- Personal Protective Equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> <li>• Identification of required safety materials, tools and equipment</li> <li>• Handling of safety control resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> <li>• Discussion of General OSH Standards and Principles</li> <li>• Performing industry related work activities in accordance with OSH Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	2 Hours
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	<ul style="list-style-type: none"> <li>- Discussion on the process how Environmental Policies coherence is achieved</li> <li>• Discussion on Necessary Skills in response to changing environmental policies needs               <ul style="list-style-type: none"> <li>- Waste Skills</li> <li>- Energy Skills</li> <li>- Water Skills</li> <li>- Building Skills</li> <li>- Transport Skills</li> <li>- Material Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Simulation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	8.2 Determine causes of inefficiency of resource utilization	<ul style="list-style-type: none"> <li>• Discussion of Environmental Protection and Resource Efficiency Targets</li> <li>• Analysis on the Relevant Work Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> <li>• Identification of (re)training needs and usage of environment friendly methods and technologies</li> <li>• Identification of environmental corrective actions</li> <li>• Practicing Environment Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Role Play</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Case studies on Best entrepreneurial practices</li> <li>• Discussion on Quality procedures and practices</li> <li>• Case studies on Cost consciousness in resource utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written Test</li> <li>• Interview</li> </ul>	1 Hour
	9.2 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Discussion on communicating entrepreneurial workplace best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> </ul>	1 Hour
	9.3 Implement cost-effective operations	<ul style="list-style-type: none"> <li>• Case studies on Preservation, optimization and judicious use of workplace resources</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written Test</li> <li>• Interview</li> </ul>	2 Hours

## COMMON COMPETENCIES

(42 HRS.)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Implement and monitor infection control policies and procedures	1.1 Provide information to the work group about the organization's infection control policies and procedures.	<ul style="list-style-type: none"> <li>• Discuss and explain the use of personal protective equipment</li> <li>• Discuss and explain transmission of infectious diseases</li> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and identify equipment for communication to be used (computer, telephone, cell phone etc.)</li> <li>• Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Respect for patient / client rights</li> <li>• Discuss and explain literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>• Discuss and explain the use of different modes of verbal, non-verbal, and written communication</li> <li>• Use personal protective equipment</li> <li>• Identify transmission of infectious diseases</li> <li>• Identify mode of communication</li> <li>• Apply modes of communication</li> <li>• Operate equipment for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role-Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> <li>• Video Presentation</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Portfolio</li> <li>• Demonstration with questioning</li> </ul>	10 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Respect patient / client rights</li> <li>• Apply effective communication and interpersonal skills including:</li> <li>• Apply language competence</li> <li>• Apply literacy and reading competence</li> <li>• Negotiation skills</li> <li>• Practice intra and interpersonal skills</li> <li>• Report and document with accuracy</li> <li>• Communication skills practiced with eased</li> </ul>			
	1.2 Integrate the organization's infection control policy and procedure into work practices	<ul style="list-style-type: none"> <li>• Discuss and explain the use of personal protective equipment</li> <li>• Discuss and identify transmission of infectious diseases</li> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and identify equipment for communication to be used (computer, telephone, cell phone etc.)</li> <li>• Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and explain patient / client</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role-Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> <li>• Video Presentation</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Portfolio</li> <li>• Demonstration with questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>rights</p> <ul style="list-style-type: none"> <li>• Discuss and explain significance of other management systems and procedures for infection control</li> <li>• Discuss and explain literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>• Discuss and explain the use of different modes of verbal, non-verbal, and written communication</li> <li>• Use personal protective equipment</li> <li>• Identify transmission of infectious diseases</li> <li>• Identify mode of communication</li> <li>• Apply modes of communication</li> <li>• Operate equipment for communication</li> <li>• Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Respect patient / client rights</li> <li>• Apply effective communicating and interpersonal skills including:</li> <li>• Apply language competence</li> <li>• Apply literacy and reading competence</li> <li>• Apply negotiation skills</li> <li>• Practice intra and interpersonal skills</li> <li>• Report and document with accuracy</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Apply communication skills with ease</li> </ul>			
	<p>1.3 Monitor infection control performance and implement improvements in practices</p>	<ul style="list-style-type: none"> <li>• Discuss and explain the use of personal protective equipment</li> <li>• Discuss and identify the transmission infectious diseases</li> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and identify on equipment for communication to be used (computer, telephone, cell phone etc.)</li> <li>• Discuss and explain on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and explain patient / client rights</li> <li>• Discuss and explain significance of other management systems and procedures for infection control</li> <li>• Discuss and explain literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>• Discuss and explain the use of different modes of verbal, non-verbal, and written communication</li> <li>• Use personal protective equipment</li> <li>• Identify transmission of infectious diseases</li> <li>• Identify mode of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role-Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> <li>• Video Presentation</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Portfolio</li> <li>• Demonstration with questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Apply modes of communication</li> <li>• Operate equipment for communication</li> <li>• Implement OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Respect patient / client rights</li> <li>• Apply effective communication and interpersonal skills including:</li> <li>• Apply language competence</li> <li>• Apply literacy and reading competence</li> <li>• Apply negotiation skills</li> <li>• Practice intra and interpersonal skills</li> <li>• Report and document with accuracy</li> <li>• Monitor incidence of infection in the workplace</li> </ul> <p>Communication skills practiced with eased</p>			
2. Respond effectively to difficult/ challenging behavior	2.1 Plan responses	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and explain issues relating to difficult and challenging behavior</li> <li>• Discuss and explain patient / client issues which need to be referred to an appropriate health professional</li> <li>• Discuss and identify policies and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Observation with questioning</li> <li>• Demonstration with questioning</li> </ul>	10 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>rules of health professionals involved with the care of patient / client</p> <ul style="list-style-type: none"> <li>• Discuss and explain literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>• Discuss and explain the use of different modes of verbal, non-verbal, and written communication</li> <li>• Identifying mode of communication</li> <li>• Applying modes of communication</li> <li>• Implementing environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Identifying issues relating to difficult and challenging behavior</li> <li>• Identifying patient / client issues which need to be referred to an appropriate health professional</li> <li>• Thinking and responding quickly and strategically</li> <li>• Remaining alert to potential incidents of difficult or challenging behavior</li> <li>• Working with others and display empathy with patient / client and relatives</li> <li>• Practicing intra and Interpersonal skills</li> </ul> <p>Reporting and documentation with accuracy</p>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Apply response	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and identify environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and identify issues relating to difficult and challenging behavior</li> <li>• Discuss and identify patient / client issues which need to be referred to an appropriate health professional</li> <li>• Discuss and explain policies and rules of health professionals involved with the care of patient / client</li> <li>• Discuss and explain literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>• Discuss and explain the use of different modes of verbal, non-verbal, and written communication</li> <li>• Identifying mode of communication</li> <li>• Applying modes of communication</li> <li>• Implementing environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Identifying issues relating to difficult and challenging behavior</li> <li>• Identifying patient / client issues which need to be referred to an appropriate health professional</li> <li>• Thinking and responding quickly and</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		strategically <ul style="list-style-type: none"> <li>• Remaining alert to potential incidents of difficult or challenging behavior</li> <li>• Working with others and display empathy with patient / client and relatives</li> <li>• Practicing intra and Interpersonal skills</li> <li>• Reporting and documentation with accuracy</li> </ul>			
	2.3 Report and review incidents	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and identify issues relating to difficult and challenging behavior</li> <li>• Discuss and identify patient / client issues which need to be referred to an appropriate health professional</li> <li>• Discuss and identify policies and rules of health professionals involved with the care of patient / client</li> <li>• Discuss and explain literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>• Discuss and explain the use of different modes of verbal, non-verbal, and written communication</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identifying mode of communication</li> <li>• Applying modes of communication</li> <li>• Implementing environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Identifying issues relating to difficult and challenging behavior</li> <li>• Identifying patient / client issues which need to be referred to an appropriate health professional</li> <li>• Thinking and responding quickly and strategically</li> <li>• Remaining alert to potential incidents of difficult or challenging behavior</li> <li>• Working with others and display empathy with patient / client and relatives</li> <li>• Practicing intra and Interpersonal skills</li> </ul> <p>Reporting and documentation with accuracy</p>			
3. Apply basic first aid	3.1 Assess the situation	<ul style="list-style-type: none"> <li>• Discuss and explain basic anatomy and physiology (parts of the human body)</li> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain first aid principles</li> <li>• Discuss, identify and explain the use of equipment (BP apparatus,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Demonstration with questioning</li> <li>• Third Party report</li> <li>• Portfolio</li> </ul>	12 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>pulse oxymeter, digital thermometer etc.)</p> <ul style="list-style-type: none"> <li>• Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and explain reporting, documentation and use of non-verbal and verbal communication</li> <li>• Identifying parts of the human body</li> <li>• Identifying abnormal vital signs of patient / client</li> <li>• Identifying mode of communication</li> <li>• Applying modes of communication</li> <li>• Applying resuscitation Skills</li> <li>• Operating equipment as required for the assessment of patient / client</li> <li>• Applying safe manual handling of casualty</li> <li>• Implementing OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Reporting preparation</li> <li>• Communication skills</li> <li>• Practicing intra and Interpersonal skills</li> </ul> <p>Reporting and documentation with accuracy</p>	<ul style="list-style-type: none"> <li>• Brainstorming</li> </ul>		
	3.2Apply basic first aid	<ul style="list-style-type: none"> <li>• Discuss and explain training on</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	techniques	application of first aid <ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain first aid principles</li> <li>• Discuss and explain the use of equipment for first aid response (ambubag, oxygen etc.)</li> <li>• Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and explain use of non-verbal and verbal communication</li> <li>• Identifying abnormal vital signs of patient / client</li> <li>• Identifying mode of communication</li> <li>• Applying modes of communication</li> <li>• Identifying need for first aid</li> <li>• Applying first aid</li> <li>• Operating equipment as required for the assessment of patient / client</li> <li>• Applying safe manual handling of casualty</li> <li>• Implementing OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Practicing intra and Interpersonal skill</li> <li>• Reporting, monitoring and</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		documentation with accuracy			
	3.3 Communicate details of the incident	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss, identify and explain the use of equipment for first aid response (ambu bag, oxygen etc.)</li> <li>• Discuss, identify and explain the use of equipment for communication (computer, cell phone, radio, network etc.)</li> <li>• Discuss and explain use of non-verbal and verbal communication</li> <li>• Identifying mode of communication</li> <li>• Applying modes of communication</li> <li>• Identifying equipment to be use</li> <li>• Operating equipment for communication</li> <li>• Communication skills</li> <li>• Practicing intra and Interpersonal skills</li> <li>• Reporting and documentation with accuracy</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Maintain high standards of patient / client services	4.1 Communicate appropriately with patients / clients	<ul style="list-style-type: none"> <li>• discuss and explain mathematical operations such as addition, subtraction, division, multiplication</li> <li>• Discuss and identify concepts on modes of communication</li> <li>• discuss , identify and explain equipment needed for communication (computer, cell phone, and other forms of media)</li> <li>• discuss and explain cultural differences of patient / client including rules and policies as necessary</li> <li>• discuss and explain roles and responsibilities of self and other workers within the organization</li> <li>• Discuss and identify patient / client issues that need to be referred to an appropriate health professional</li> <li>• Discuss and explain organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others</li> <li>• Discuss and identify institutional policy on patient / client rights and responsibilities</li> <li>• Discuss and explain use of non-verbal and verbal communication</li> <li>• Managing conflict</li> <li>• Calculating costing for additional personnel equipment (ex.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Third party report</li> </ul>	10 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Interpreter, gadgets) <ul style="list-style-type: none"> <li>• Identifying the mode on communication appropriate for the situation</li> <li>• Applying modes of communication</li> <li>• Operating equipment of communication needed</li> <li>• Establishing and maintaining relationships, taking into account individual differences</li> <li>• following the instructions and guidance of health professionals involved with the care of patient / client</li> <li>• respecting patient / client rights</li> <li>• Using effective listening techniques</li> <li>• Using appropriate verbal and non-verbal communication styles</li> <li>• Applying oral and written communication</li> <li>• Displaying problem solving skills that includes using available resources while prioritizing workload</li> <li>• Dealing with conflict</li> <li>• Working with others and displaying empathy with patient / client and relatives</li> <li>• Practicing intra and Interpersonal skills</li> <li>• Reporting and documentation with accuracy</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Establish and maintain good interpersonal relationship with patients / clients	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain the use of equipment</li> <li>• Discuss and explain operating of equipment needed for communication (computer, cell phone, and other forms of media)</li> <li>• Discuss, identify and explain cultural differences of patient / client including rules and policies as necessary</li> <li>• Discuss and explain organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others</li> <li>• Discuss and explain institutional policy on patient / client rights and responsibilities</li> <li>• Discuss and explain use of non-verbal and verbal communication</li> <li>• Discuss and identify management of conflict</li> <li>• Identifying the mode on communication appropriate for the situation</li> <li>• Applying modes of communication</li> <li>• Operating equipment of communication needed</li> <li>• Establishing and maintaining relationships, taking into account</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li>   <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Third party report</li> </ul>	48 hours = 8 hours lecture (4 days/month) 4 hours lab work per week (2days per month)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		individual differences <ul style="list-style-type: none"> <li>• following the instructions and guidance of health professionals involved with the care of patient / client</li> <li>• respecting patient / client rights</li> <li>• Using effective listening techniques</li> <li>• Using appropriate verbal and non-verbal communication styles</li> <li>• Applying oral and written communication</li> <li>• Working with others and displaying empathy with patient / client and relatives</li> <li>• Applying conflict management</li> <li>• Practicing intra and Interpersonal skills</li> <li>• Reporting and documentation with accuracy</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Act in a respectful manner at all times	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain the use of equipment</li> <li>• knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)</li> <li>• Discuss identify and explain cultural differences of patient / client including rules and policies as necessary</li> <li>• Discuss and explain organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others</li> <li>• Discuss and explain institutional policy on patient / client rights and responsibilities</li> <li>• Discuss and explain use of non-verbal and verbal communication</li> <li>• Applying conflict management</li> <li>• Identifying the mode on communication appropriate for the situation</li> <li>• Applying modes of communication</li> <li>• Operating equipment of communication needed</li> <li>• Establishing and maintaining relationships, taking into account individual differences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li>   <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Third party report</li> </ul>	32 hours = 6 hours lecture per week (3 days per month) 2 hours lab work per week (1day per month)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• following the instructions and guidance of health professionals involved with the care of patient / client</li> <li>• respecting patient / client rights</li> <li>• Using effective listening techniques</li> <li>• Using appropriate verbal and non-verbal communication styles</li> <li>• Applying oral and written communication</li> <li>• Working with others and displaying empathy with patient / client and relatives</li> <li>• Applying conflict management</li> <li>• Practicing intra and Interpersonal skills</li> <li>• Reporting and documentation with accuracy</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.4 Evaluate own work to maintain a high standard of patient / client service	<ul style="list-style-type: none"> <li>• Discuss and identify concepts on modes of communication</li> <li>• Discuss and explain evaluation and analysis of work performance</li> <li>• Discuss and explain use of non-verbal and verbal communication</li> <li>• Identifying the mode on communication appropriate for the situation</li> <li>• Applying modes of communication</li> <li>• Identifying standards for work procedures</li> <li>• Implementing standards for work procedures</li> <li>• Maintaining standards for work procedures</li> <li>• Practicing intra and Interpersonal skills</li> <li>• Reporting and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Interview</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Reading-Group</li> <li>• Self-Learning</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Interview</li> <li>• Oral Evaluation</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Third party report</li> </ul>	

**CORE COMPETENCIES  
(384 hrs)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Assist the household to identify health problems and to promote health and well being	1.1 Collate records	1.1 Knowledge Read and understand the following topics: 1.1.1. Information 1.1.2. Records system 1.1.3. Organizational criteria 1.1.4. Records 1.1.5. Workplace requirements  1.2 Skills  1.2.1. Gather information 1.2.2. Relate to people 1.2.3. Sort records 1.2.4. Update information 1.2.5. Summarize information 1.2.6. Write report 1.2.7. Communicate with clients	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• Group Discussion</li> <li>• Self-Learning</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral Evaluation</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.2 Prepare reports from the record system	1.3 Knowledge Read and understand the following topics: 2.1.1. Documentation 2.1.2. Standard forms 2.1.3. Specific Cases 2.1.4. Timely manner  1.4 Skills 2.2.1. Gather information 2.2.2. Write report 2.2.3. Communicate with clients 2.2.4. Relate with people 2.2.5. Prepare report 2.2.6. Discuss specific case 2.2.7. Submit report	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• Group Discussion</li> <li>• Brainstorming</li> <li>• Self-Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral Evaluation</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1. 3 Assist the individual in health planning to address identified needs	3.1 Knowledge Read and understand the following topics:  3.1.1. Information 3.1.2. Health promotion 3.1.3. Values and beliefs 3.1.4. Health programs/projects 3.1.5. Health planning 3.1.6. Evaluation process  3.2 Skills  3.2.1. Communicate with people 3.2.2. Plan 3.2.3. Negotiate 3.2.4. Relate to people 3.2.5. Monitor and evaluate	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Evaluation</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 Hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
2. Share knowledge and skills among members to provide information and education, communication (IEC) and/or household teaching in disease prevention and control	2.1 Maintain community networks	<p>1.1 Knowledge Read and understand the following topics:</p> <p>1.1.1. Community contacts 1.1.2. Networking/ Linkaging 1.1.3. DOH health objectives 1.1.4. Organization policies 1.1.5. Office protocol 1.1.6. Office forms/matrix 1.1.7. IEC Materials 1.1.8. Mathematics skills</p> <p>1.2 Skills</p> <p>1.2.1. Initiate 1.2.2. Communicate 1.2.3. Negotiate 1.2.4. Establish community relationship 1.2.5. Link 1.2.6. Distribute documents 1.2.7. Relate to people 1.2.8. Apply policies, plans and procedures</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Observation</li> </ul>	24 hrs.
	2.2 Promote basic primary health services to the community	<p>1.2 Knowledge Read and understand the following topics:</p> <p>2.1.1. Health policy and program 2.1.2. Key message 2.1.3. Provide health information 2.1.4. Presentation 2.1.5. Feedback 2.1.6. Advocacy 2.1.7. Interpersonal communication and counselling</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Observation</li> </ul>	24 rs

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
		1.3 Skills  2.2.1. Conduct house visits 2.2.2. Promote health services 2.2.3. Distribute IEC materials (flyers, tarpaulins) 2.2.4. Convince target groups 2.2.5. Disseminate key messages 2.2.6. Use visual aids 2.2.7. Communicate			
	2.3 Provide regular and updated basic health education and/or household teaching to the community	1.4 Knowledge Read and understand the following topics:  3.1.1. Basic health information 3.1.2. Values and beliefs 3.1.3. Health program, policies and guidelines and SOPs 3.1.4. Planning 3.1.5. information 3.1.6. Documentation 3.1.7. Mapping 3.1.8. Profiling 3.1.9. Basic Mathematics  1.5 Skills  3.2.1. Conduct house-to-house visits 3.2.2. Conduct home visits and health teaching 3.2.3. Promote health services 3.2.4. Distribute IEC materials (flyers, tarpaulins) 3.2.5. Present key information 3.2.6. Respond to clients	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Group discussion</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• observation</li> </ul>	24 hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
3. Ensure safekeeping of equipment, medical supplies, materials and health records in health station	3.1 Conduct physical inventory of equipment and medical supplies	<p>1.1 Knowledge Read and understand the following topics:</p> <p>1.1.1. Medical supplies 1.1.2. Information 1.1.3. Record system 1.1.4. Organizational criteria 1.1.5. Policies and guidelines 1.1.6. Proper storage 1.1.7. Guidelines and protocols</p> <p>1.2 Skills 1.2.1. Update information 1.2.2. Update records and data 1.2.3. Implement guidelines and protocols</p>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Lecture/Discussion</li> <li>• Self-learning</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.
	3.2 Maintain community facilities and equipment	<p>1.2 Knowledge Read and understand the following topics:</p> <p>2.1.1. Health facility 2.1.2. Equipment 2.1.3. Guidelines and protocols 2.1.4. Inventory 2.1.5. Proper Storage</p> <p>1.3 Skills 2.2.1. Apply methods and techniques 2.2.2. List of equipment</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Self-learning</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written test</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
		2.2.3. Keep equipment			
	3.3 Organize health record	1.4 Knowledge Read and understand the following topics:  3.1.1. Records 3.1.2. Policies and guidelines 3.1.3. Health facility  1.5 Skills 3.2.1. Update records 3.2.2. Organize records 3.2.3. Implement guidelines and protocols	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Self-learning</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written test</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
4. Monitor health status of household members under his/her area of service coverage	4.1 Assist in the consultation	<p>1.1 Knowledge Read and understand the following topics:</p> <p>1.1.1. Client 1.1.2. Vital signs 1.1.3. Anthropometric measurements 1.1.4. Communication 1.1.5. Consultation process</p> <p>1.2 Skills</p> <p>1.2.1. Interview client 1.2.2. Take vital signs of client 1.2.3. Monitor Anthropometric measurements of client 1.2.4. Gather information regarding client 1.2.5. Write report 1.2.6. Communicate with clients 1.2.7. Negotiate with clients 1.2.8. Relate to people</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.
	4.2 Update client's record	<p>2.1 Knowledge Read and understand the following topics:</p> <p>2.1.1. Interviewing Process 2.1.2. Documentation 2.1.3. Mathematics 2.1.4. Vital signs 2.1.5. Anthropometric measurements</p> <p>2.2 Skills:</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• SIT</li> </ul>	Written test Oral evaluation Interview Observation	24 Hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
		2.2.1. Conduct interview process 2.2.2. Conduct documentation process 2.2.3. Take vital signs 2.2.4. Monitor anthropometric measurements 2.2.5. Gather information 2.2.6. Write report 2.2.7. Communicate with client 2.2.8. Relate to people			
	4.3 Refer symptomatic/asymptomatic clients for appropriate medical treatment	3.1 Knowledge Read and understand the following topics: 3.1.1. Referral system 3.1.2. Health facilities 3.1.3. Clients 3.1.4. Service Delivery Network 3.1.5. Medical Services 3.1.6. Basic Mathematics 3.1.7. Communicating skills  3.2 Skills:  3.2.1. Communicate with clients 3.2.2. Gather Information 3.2.3. Refer clients 3.2.4. Negotiate with clients 3.2.5. Facilitate referral 3.2.6. Relate to people	Lecture/discussion Role playing SIT	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
5. Maintain updated list/records of health activities	5.1 Assist client to communicate with service providers	<p>1.1 Knowledge :</p> <p>Read and understand the following topics:</p> <p>1.1.1. Services</p> <p>1.1.2. Health service providers</p> <p>1.1.3. Standard policies and procedures</p> <p>1.1.4. Clients</p> <p>1.1.5. Visual aids and other resources</p> <p>1.1.6. Respect, behaviour and communication</p> <p>1.1.7. Office forms</p> <p>1.1.8. Office records</p> <p>1.1.9. Office guidelines and protocol</p> <p>1.1.10. Referral system</p> <p>1.1.11. Survey</p> <p>1.1.12. Profiling forms</p> <p>1.2 Skills</p> <p>1.2.1. Apply services</p> <p>1.2.2. Establish standard policies and procedures</p> <p>1.2.3. Support client</p> <p>1.2.4. Use visual aids and other resources</p> <p>1.2.5. Show respect, behaviour and communication</p> <p>1.2.6. Gather information</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Demonstration</li> <li>• Self-learning</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Written test</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs.

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
		1.2.7. Write report 1.2.8. Type records/documents 1.2.9. Retrieve copies/records 1.2.10. Update masterlist 1.2.11. Conduct house to house visit 1.2.12. Ensure completeness and accuracy of client's data 1.2.13. Collate files and records 1.2.14. Observe 5s			
	5.2 Explain to service provider for better understanding of client and community needs	2.1. Knowledge Read and understand the ff topics: 2.1.1. Client needs and concerns 2.1.2. Community values and beliefs 2.1.3. Traditional healers 2.1.4. Information 2.1.5. History taking 2.1.6. Records/data 2.1.7. Documentation 2.1.8. Data encoding 2.2 Skills 2.2.1. Gather information 2.2.2. Write report 2.2.3. Type/Encode data 2.2.4. Update records	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Interview</li> <li>• Observation</li> </ul>	24 hrs

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
		2.2.5. Take history of clients 2.2.6. Document update 2.2.7. Encode data			
	5.3 Give support to clients when accessing health services	3.1 Knowledge : Read and understand the ff topics:  3.1.1. Clients 3.1.2. Schedules 3.1.3. Policies, Protocol and guidelines 3.1.4. Records management 3.1.5. Systems of control 3.1.6. Documentation  3.2 Skills  3.2.1. Gather information 3.2.2. Write report 3.2.3. Retrieve records 3.2.4. Update masterlist of clients 3.2.5. Take history 3.2.6. Managing of records 3.2.7. Control system 3.2.8. Documentation skills 3.2.9. Typing skills 3.1.7. Conduct House to house visit 3.2.10. Sort data	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Role playing</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Written test</li> <li>•</li> </ul>	24 hrs. Note: Special training on encoding, typing ad documentation skills

Unit of competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal duration
	5.4 Update lists/records of health workers	<p>4.1 Knowledge :</p> <p>Read and understand the ff topics:</p> <p>4.1.1 Clients</p> <p>4.1.2 Schedules</p> <p>4.1.3 Policies, Protocol and guidelines</p> <p>4.1.4 Records management</p> <p>4.1.5 Systems of control</p> <p>4.1.6 Documentation</p> <p>4.2 Skills</p> <p>4.2.1 Gather information</p> <p>4.2.2 Write report</p> <p>4.2.3 Retrieve records</p> <p>4.2.4 Update masterlist of clients</p> <p>4.2.5 Take history</p> <p>4.2.6 Managing of records</p> <p>4.2.7 Control system</p> <p>4.2.8 Documentation skills</p> <p>4.2.9 Typing skills</p> <p>4.2.10 Conduct House to house visit</p> <p>4.2.11 Sort data</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Role playing</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Written test</li> </ul>	

## 3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
  - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
  - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
  - c. Training can be done on actual workplace setting, simulation of a workplace and/or through adoption of modern technology;
  - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
  - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence;
  - f. Training program allows for Recognition of Prior Learning (RPL) or current competencies;
  - g. Training completion is based on satisfactory performance of all specified competencies.
2. The competency – based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or combination with other modalities when designing and delivering training programs:

### 2.1 Institution-Based:

- Dual Training System (DTS)/Dualized training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- Distance learning is formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.
- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

### 2.2 Enterprised-Based:

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

- Informal Apprenticeship – is based on training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsman.
- Enterprise-based Training – where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

**2.3 Community-Based** – short term programs conducted by Non-Government Organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be Mobile Training Programs (MTP).

### 3.3 TRAINEE ENTRY REQUIREMENTS:

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

- Must be have completed at least ten (10) years of basic education or Alternative Learning System (ALS) certificate of completion with grade ten (10) equivalent holder
- Must be at least 18 years old
- Must good communication skills
- Must have volunteered for barangay health work for at least one (1) year
- Must be able to perform basic computation
- Must be physically fit

### 3.4 TOOLS, EQUIPMENT AND MATERIALS BARANGAY HEALTH SERVICES NC II

List of tools, equipment and materials for the training of a maximum of 25 trainees for Barangay Health Services NC II are as follows:

<b>EQUIPMENT</b>		
<b>Qty</b>	<b>Unit</b>	<b>Specification/Description</b>
1	unit	PC Desktop
1	unit	Printer
1	unit	External Hard Drive
1	unit	Tablet
1	unit	Typewriter
1	unit	Steel Filing Cabinet (4-6 Drawer Type)
1	unit	Wood Filing Cabinet/Open Shelf Cabinet
1	unit	Computer Table

<b>EQUIPMENT</b>		
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Qty	Unit	Specification/Description
1	unit	Computer Chair
1	unit	Office Table
1	unit	Office Chair
25	pcs	Armed Chairs
1	pc	Puncher
1	pc	Stapler
1	pc	Sharpener
2	units	Multi-Media Equipment (TV-flat 32" with USB port, Disc Player)
1	set	First Aid Kit
2	units	BP Apparatus (digital), non-mercurial with adult and pedia cuff, desk type
2	sets	Dressing Set - surgical scissors (straight) - surgical scissors (curved) - bandage scissors - pick-up (ovum) forceps - mosquito forceps - tissue forceps with tip - tissue forceps without tip - suture removal scissors
10	units	Thermometer (heavy duty)
3	units	Examining Light
2	units	Examining Table with stirrups
1	unit	Glucometer (with 1,000 needles and 1,000 strips) with expiration of at least 1 year
2	units	Instrument Cabinet
2	units	Instrument Table
2	pcs	Instrument Tray with cover, 18/8, stainless steel (410 ml. x 254 x 64 ml)
1	set	IUD Insertion Set: - Uterine Sound - Tenaculum Forceps - Ovum Forceps
2	units	Nebulizer (Adult/Pedia)
2	units	Salter Weighing Scale
1	unit	Stethoscope (Adult)
1	unit	Weighing Scale with measuring stick, adult
1	unit	Weighing Scale digital, infant (dual power)
1	unit	Weighing Scale (neonate)
1	unit	Weighing Scale pedia
1	unit	Stretcher
1	unit	Bed, mechanical 2-cranks with IV pull and mattress 4 inches
1	unit	Bedside Table
1	set	Cord Dressing Set: - Forceps, straight 6" - Bandage scissors 6" - Kidney Basin, stainless steel, small

**EQUIPMENT**

Qty	Unit	Specification/Description
1	unit	Cervical Inspection Set
1	unit	Fetal Doppler
1	unit	Foot Stool
1	set	Maternal Care Instrument Set: - Haemostatic Forceps, straight 5" - Needle Holder, 6" #1 - Pick-up Forceps - Surgical Scissors - Tissue Forceps
1	unit	Mucous Suction Bulb
1	unit	Oxygen Therapy Set
1	unit	Oxygen Tank
1	unit	Resuscitator, manual, adult
1	unit	Resuscitator, manual, neonate
1	unit	Revolving Stool
1	unit	Stethoscope Pedia/Neonate
2	units	Height Board (height and width)
2	units	Thermal Bag

<b>MATERIALS</b>		
Qty	Unit	Specification/Description
15	pcs	Ballpen (Black)
15	pcs	Ballpen (Blue)
15	pcs	Long White Folder
15	pcs	Long Brown Envelope
15	pcs	Short Brown Envelope
15	pcs	Fastener
5	pcs	Filing box for short envelope
5	pcs	Filing box for long envelope
1	pack	Index Card (1/2 inch)
1	pack	Index Pack (1/4 inch)
1	box	Paper Clips (Big)
1	pc	Stapler (size #12 with puller)
1	box	Staple Wire (size #12)
1	box	Correction Tape
1	unit	Paper Puncher
5	pcs	Staple Wire Remover
5	pcs	Ruler (12")
5	pcs	Pencil
2	pcs	Permanent Marker (Black)
2	pcs	Permanent Marker (Blue)
2	pcs	Permanent Marker (Red)
2	rolls	Adhesive Tape (1/2")
2	rolls	Adhesive Tape (1")

<b>MATERIALS</b>
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Qty	Unit	Specification/Description
1	roll	Typewriter Ribbon (Black)
2	pcs	Clipboard Holder
15	pcs	Name Tags
1	ream	Bond Paper (Long)
1	ream	Bond Paper (Short)
1	btl	Printer Ink (Black)
1	btl	Printer Ink (Yellow)
1	btl	Printer Ink (Red)
1	btl	Printer Ink (Blue)
10	pcs	USB
10	pcs	Clipboard
1	pc	Ledger/Notebook
25	pcs	IEC Materials
1	pc	BHW Manual and Handbook
12	pcs	Office Forms (e.g. client, registration, referral)
15	pcs	Suggestion Forms
10	pcs	Pencil
5	pcs	Whiteboard Eraser
2	pcs	Pencil Eraser
1	pc	Calculator
15	pcs	Profiling Form
15	pcs	Flyers
1	unit	Clip Chart
1	pc	Record Book (100 leaves)
1	unit	Whiteboard with stand
2	pcs	Highlighter Pen
2	pcs	Basin
2	pcs	Pail
3	pcs	Dipper
3	pcs	Had Towels
5	pcs	Arm Sling
1	pc	Wall Clock
1	roll	Tissue Paper
1	box	Gloves (size 6, 7, 8)
1	box	Facial Mask
1	box	Surgical Mask
1	ream	Individual Treatment Record
1	pack	Cotton Buds
5	pads	Yellow Pad
2	pcs	Tongue Deppressor (standard size)
1	pack	Cotton Balls
2	pcs	Tape Measure (dressmaker)
2	rolls	Bandage Cloth
1	btl	Cholesterol with strip
1	pc	Safety Box

<b>MATERIALS</b>
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Qty	Unit	Specification/Description
2	pcs	Pick-up Forceps
2	pcs	Scissors
1	box	Cotton Rolls (big)
1	btl	70% isopropyl alcohol
1	btl	Betadine (250ml)
1	btl	Bottle Cidex
1	roll	Sterile Gauze
1	roll	Adhesive Plaster
1	box	Strips
1	box	Lacet
1	roll	Cotton
10	pcs	Cartolina
10	pcs	Manila Paper
10	pcs	Columnar Book
1	box	Paper Clip (Small)
1	box	Paper Clip (Big)

### 3.5 TRAINING FACILITIES BARANGAY HEALTH SERVICES NC II

The Barangay Health Services Learning Facility must be of concrete structure. Based on class size of **25** students / trainees, the space requirements for the teaching / learning and curriculum areas are as follows:

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Laboratory Area	4 X 5	20	20
Tool Room and S/M storage Area	3 X 5	15	15
Learning Resources Area*	5 X 7	35	35
Wash Area/Comfort Room (male & female)*	2.5 X 4	10	10
Admin and Staff Room	4 X 5	20	20
Circulation Area**			30
Total			130
<b>Total Workshop Area</b>			<b>130 sq. m.</b>

### 3.6 TRAINER'S QUALIFICATION

- Must be a licensed Midwife with at least 2 years experience in public health service;

- Must have undergone training on Barangay Health Services NC II;
- Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in Barangay Health Services NC II

### **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**

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

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

### **4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

- 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.
- 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.
- 4.1.4 Any of the following are qualified to apply for assessment and certification:
  - 4.1.4.1 Graduates of WTR-registered programs.
  - 4.1.4.2 Graduates of NTR programs or graduates of formal/non-formal/informal including NGOs/industry-based training programs related to barangay health services, provided he/she has at least 1-year experience in community health services. A document or proof issued by midwife of a barangay health station/center must be shown.
  - 4.1.4.3 Barangay health worker registered by local government's health board. A document or proof issued from LGU must be shown.
- 4.1.5 Current holders of National Certificate (NC) in Barangay Health Services NC II are required to undergo re-assessment under the amended Training Regulations (TR) upon expiration of their NC.
- 4.1.6 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:
  - a. Entry requirements for candidates
  - b. Evidence gathering methods
  - c. Qualification requirements of competency assessors
  - d. Specific assessment and certification arrangements as identified by industry
- 4.1.7 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through a recognition/assessment process.

## 4.2. COMPETENCY ASSESSMENT REQUISITE

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

This document can:

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

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

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

## COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR (BARANGAY HEALTH SERVICES NC II)

### BASIC COMPETENCIES

Participate in workplace communication	Work in a team environment	Solve/address general workplace problems	Develop career and life decisions
Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace
Practice entrepreneurial skills in the workplace			

### COMMON COMPETENCIES

Implement and monitor infection control policies and procedures	Respond effectively to difficult/challenging behavior	Apply basic first aid	Maintain high standard of patient / client services
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### CORE COMPETENCIES

Assist the household to identify health problems and develop health plans to provide health and well-being	Share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease prevention and control	Ensure the proper maintenance of health station and safe custody and its medical supplies, materials, and health records	Monitor health status of household members under his/her area of service coverage	Maintain updated list/records of health activities
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## DEFINITION OF TERMS

### DEFINITION OF TERMS

1. Anthropometric Measurements - are systematic measurements of the size, shape and composition of the human body. ... For example, body mass index, or BMI, is a measurement of a person's weight-to-height ratio, and waist-to-hip ratio is a measure of the waist circumference divided by the hip circumference.
2. Autoclave - is a pressure chamber used to carry out industrial processes requiring elevated temperature and pressure different from ambient air pressure. Autoclaves are used in medical applications to perform sterilization and in the chemical industry to cure coatings and vulcanize rubber and for hydrothermal synthesis. They are also used in industrial applications, especially regarding composites.
3. Barangay Health Station
4. Barangay Health Worker - is a category of health care providers in the Philippines. ... They provide services such as first aid, maternal, neonatal, and child health, and community-based interventions including immunization clinics for barangays (local neighborhoods).
5. BP Apparatus - A sphygmomanometer, also known as a blood pressure meter, blood pressure monitor, or blood pressure gauge, is a device used to measure blood pressure, composed of an inflatable cuff to collapse and then release the artery under the cuff in a controlled manner, and a mercury or mechanical manometer to measure the pressure. It is always used in conjunction with a means to determine at what pressure blood flow is just starting, and at what pressure it is unimpeded. Manual sphygmomanometers are used in conjunction with a stethoscope.  

A sphygmomanometer consists of an inflatable cuff, a measuring unit (the mercury manometer, or aneroid gauge), and a mechanism for inflation which may be a manually operated bulb and valve or a pump operated electrically.
6. Cervical Inspection Set – is an apparatus in detecting abnormal tissue or cells in the cervix before cervical cancer develops.
7. Digital Thermometer - are temperature-sensing instruments that are easily portable, have permanent probes, and a convenient digital display. The way a digital thermometer works depends upon its type of sensor. Sensor types include resistance temperature detector (RTD), thermocouple and thermistor.
8. Fetal Doppler - is a hand-held ultrasound transducer used to detect the **fetal** heartbeat for prenatal care. It uses the **Doppler** effect to provide an audible simulation of the heartbeat.
9. Glucometer - also known as a glucose meter or blood glucose monitoring device, is a home measurement system you can use to test the amount of glucose (sugar) in your blood.

10. Health Service Providers - organizations providing a health service include: traditional health service providers, such as private hospitals, day surgeries, medical practitioners, pharmacists and allied health professionals. complementary therapists, such as naturopaths and chiropractors.
11. Machine - an apparatus using or applying mechanical power and having several parts, each with a definite function and together performing a particular task.
12. Manpower - is the total number of people who can work to get something done. How quickly you clean your house after a big party will depend on how much *manpower* you've got.
13. Maternal Care - is the health of women during pregnancy, childbirth, and the postpartum period. It encompasses the health care dimensions of family planning, preconception, prenatal, and postnatal care in order to ensure a positive and fulfilling experience in most cases and reduce maternal morbidity and mortality in other cases.
14. Materials - a type of physical thing, such as wood, stone, or plastic, having qualities that allow it to be used to make other things
15. Methods - a particular form of procedure for accomplishing or approaching something, especially a systematic or established one.
16. Money - a current medium of exchange in the form of coins and banknotes; coins and banknotes collectively.
17. Mucous Suction Bulb - device is a round, rubbery object with a short tube that is used to remove mucus. ... When this happens, it helps to clear mucus from your child's nose, back of the throat, and/or mouth so your child can breathe more easily.
18. Municipality Health Officer - is a title and commonly used for the senior government official of a health department or agency, usually at a municipal, county/district, state/province, or regional level.
19. Nebulizer - a device for producing a fine spray of liquid, used for example for inhaling a medicinal drug.
20. Resuscitator - is a device using positive pressure to inflate the lungs of an unconscious person who is not breathing, in order to keep them oxygenated and alive. There are three basic types: a *manual* version (also known as a *bag valve mask*) consisting of a mask and a large hand-squeezed plastic bulb using ambient air, or with supplemental oxygen from a high-pressure tank. The second type is the *Expired Air* or breath powered resuscitator. The first appearance of the second type was the Brooke Airway introduced in 1957. The third type is an *oxygen powered* resuscitator. These are driven by pressurized

gas delivered by a regulator, and can either be automatic or manually controlled. The most popular type of gas powered resuscitator are Time Cycled, Volume Constant Ventilators. In the early days of pre-hospital emergency services, pressure cycled devices like the Pulmotor were popular but yielded less than satisfactory results. One of the first modern resuscitation ventilators was the HARV, later called the PneuPac 2R or Yellow Box. Most modern resuscitators are designed to allow the patient to breathe on his own should he recover the ability to do so. All resuscitation devices should be able to deliver >85% oxygen when a gas source is available.

21. Rural Health Midwives - are considered as the frontline **health** workers in the **rural** areas and have progressed to become multi-task personnel in the delivery of **healthcare** services, amidst migration of other **healthcare** professionals.
22. Rural Health Unit - located in a **rural**, medically under-served area that has a separate reimbursement structure from the standard medical office under the DOH programs.
23. Salter Scale – is a medical instrument used in measuring your body's impedance (i.e. its resistance to the current), the quantity of muscle can be determined. From this, the quantity of fat and water can then be estimated.
24. Stethoscope - a medical instrument for listening to the action of someone's heart or breathing, typically having a small disk-shaped resonator that is placed against the chest, and two tubes connected to earpieces.
25. Thermal Bag - is a type of thermally insulated shipping container in the form of a bag which can be carried, usually made of thermally insulating materials and sometimes a refrigerant gel. It is used to help maintain the temperature of its contents, keeping cold items cold, and hot items hot.
26. Vaginal Speculum Set - A vaginal speculum is a device, usually made of metal, which your gynecologist utilizes to open your vaginal walls. This use of the vaginal speculum allows your gynecologist a visual inspection of your vagina and cervix, as well as a way to collect the cervical cells necessary for a Pap smear test.
27. Vital Signs - clinical measurements, specifically pulse rate, temperature, respiration rate, and blood pressure, that indicate the state of a patient's essential body functions.



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