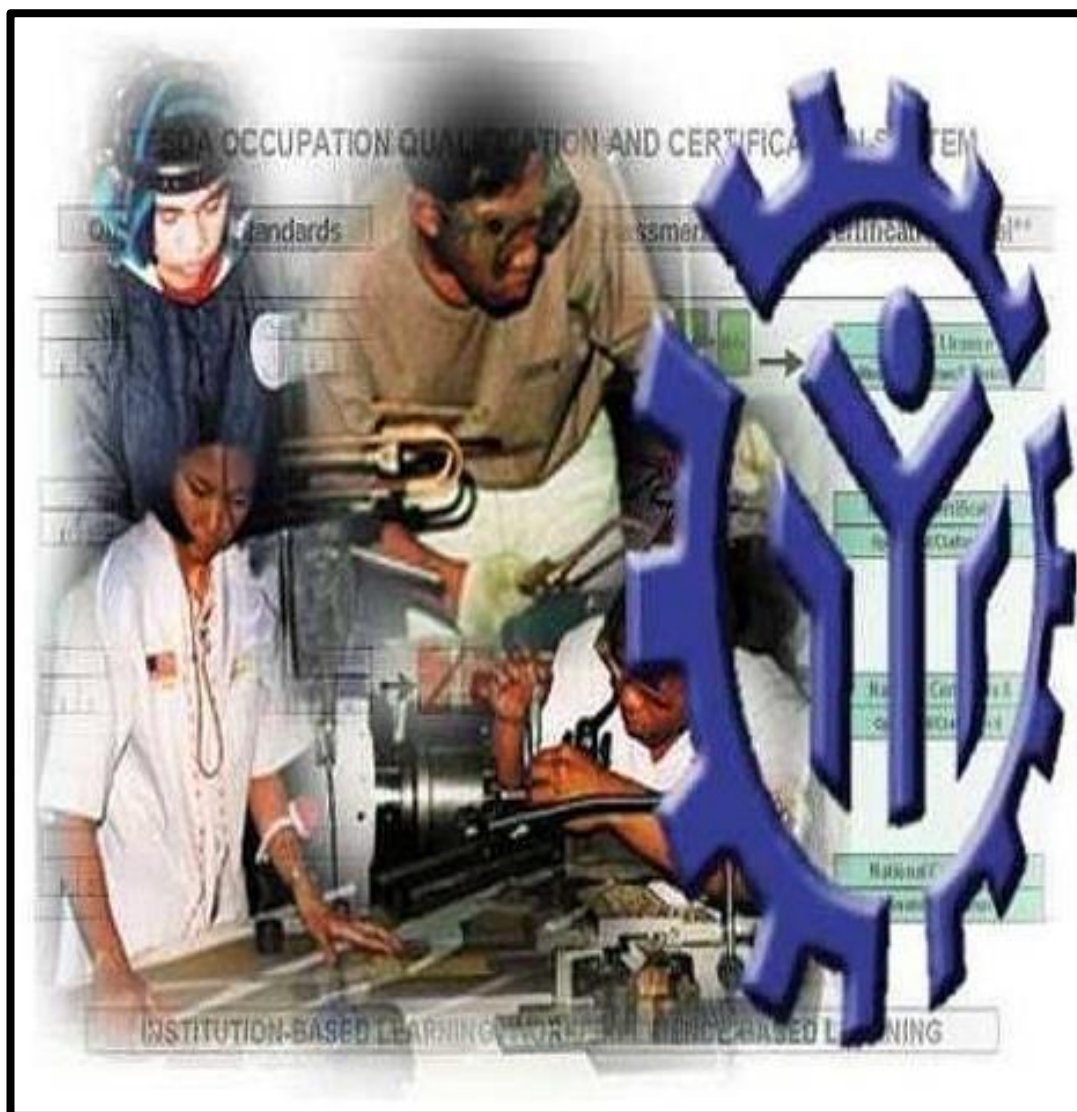


# COMPETENCY STANDARDS

## TELEDIAGNOSTIC SERVICES LEVEL II



### HUMAN HEALTH/HEALTH CARE SECTOR

#### TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

TESDA Complex East Service Road, South Luzon Expressway (SLEX),  
Fort Bonifacio, Taguig City

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# COMPETENCY STANDARDS FOR TELEDIAGNOSTIC SERVICES LEVEL II

## SECTION 1. DEFINITION

The **TELEDIAGNOSTIC SERVICES LEVEL II** qualification consists of competencies that a person must achieve to enable him/her to prepare telediagnostic equipment and environment, utilize telediagnostic equipment based on patient's profile and doctor's instructions, perform telediagnostic services in emergency situations, and perform maintenance of telediagnostic tools and equipment.

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 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>
HHC321201	Implement and monitor infection control policies and procedures
HHC321202	Respond effectively to difficult/challenging behavior
HHC321203	Apply basic first aid
HHC321204	Maintain high standard of patient services

<b>Unit Code</b>	<b>CORE COMPETENCIES</b>
AB-HHC1381100321301	Prepare telediagnostic equipment and environment
AB-HHC1381100321302	Utilize telediagnostic equipment
AB-HHC1381100321303	Perform telediagnostic services in emergency situations
AB-HHC1381100321304	Perform maintenance of telediagnostic tools and equipment

**A person who has achieved this qualification is competent to be:**

- Telediagnostic Technician

## SECTION 2 COMPETENCY STANDARD

This section gives the details of the contents of the units of competency required in **TELEDIAGNOSTIC SERVICES LEVEL 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.

<p>1. Obtain and convey workplace information</p>	<p>1.1 Specific and relevant information is accessed from <b>appropriate sources</b></p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information</p> <p>1.3 Appropriate <b>medium</b> is used to transfer information and ideas</p> <p>1.4 Appropriate non-verbal communication is used</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed</p> <p>1.6 Defined workplace procedures for the location and</p>	<p>1.1 Effective verbal and nonverbal communication</p> <p>1.2 Different modes of communication</p> <p>1.3 Medium of communication in the workplace</p> <p>1.4 Organizational policies</p> <p>1.5 Communication procedures and systems</p> <p>1.6 Lines of Communication</p> <p>1.7 Technology relevant to the enterprise and the individual's work responsibility</p> <p>1.8 Workplace etiquette</p>	<p>1.1 Following simple spoken language</p> <p>1.2 Performing routine workplace duties following simple written notices</p> <p>1.3 Participating in workplace meetings and discussions</p> <p>1.4 Preparing work-related documents</p> <p>1.5 Estimating, calculating and recording routine workplace measures</p> <p>1.6 Relating/ Interacting with people of various levels in the workplace</p> <p>1.7 Gathering and providing basic information in response to workplace</p>
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	<p><b>storage</b> of information are Used</p> <p>1.7 Personal interaction is carried out clearly and concisely</p>		<p>requirements</p> <p>1.8 Basic business writing skills</p> <p>1.9 Interpersonal skills in the workplace</p> <p>2.0 Active-listening skills</p>
2. Perform duties following workplace instructions	<p>2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines</p> <p>2.2 Routine written instruction are followed based on established procedures</p> <p>2.3 Feedback is given to workplace supervisor based instructions/ information received</p> <p>2.4 <b>Workplace interactions</b> are conducted in a courteous manner</p> <p>2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from <b>appropriate sources</b></p> <p>2.6 Meetings outcomes are interpreted and implemented</p>	<p>2.1 Effective verbal and non-verbal communication</p> <p>2.2 Different modes of communication</p> <p>2.3 Medium of communication in the workplace</p> <p>2.4 Organizational/ Workplace policies</p> <p>2.5 Communication procedures and systems</p> <p>2.6 Lines of communication</p> <p>2.7 Technology relevant to the enterprise and the individual's work responsibilities</p> <p>2.8 Effective questioning techniques (clarifying and probing)</p> <p>2.9 Workplace etiquette</p>	<p>2.1 Following simple spoken instructions</p> <p>2.2 Performing routine workplace duties following simple written notices</p> <p>2.3 Participating in workplace meetings and discussions</p> <p>2.4 Completing work-related documents</p> <p>2.5 Estimating, calculating and recording routine workplace measures</p> <p>2.6 Relating/ Responding to people of various levels in the workplace</p> <p>2.7 Gathering and providing information in response to workplace requirements</p> <p>2.8 Basic questioning/querying</p> <p>2.9 Skills in reading for information</p> <p>2.10 Skills in locating</p>

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

<b>VARIABLES</b>	<b>RANGE</b>
<p>1. Appropriate sources</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1. Team members</li> <li>1.2. Supervisor/Department Head</li> <li>1.3. Suppliers</li> <li>1.4. Trade personnel</li> <li>1.5. Local government</li> <li>1.6. Industry bodies</li> </ul>
<p>2. Medium</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1. Memorandum</li> <li>2.2. Circular</li> <li>2.3. Notice</li> <li>2.4. Information dissemination</li> <li>2.5. Follow-up or verbal instructions</li> <li>2.6. Face-to-face communication</li> <li>2.7. Electronic media (disk files, cyberspace)</li> </ul>
<p>3. Storage</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1. Manual filing system</li> <li>3.2. Computer-based filing system</li> </ul>

4. Workplace interactions	May include: <ol style="list-style-type: none"> <li>4.1. Face-to-face</li> <li>4.2. Telephone</li> <li>4.3. Electronic and two-way radio</li> <li>4.4. Written including electronic means, memos, instruction and forms</li> <li>4.5. Non-verbal including gestures, signals, signs and diagrams</li> </ol>
5. Forms	May include: <ol style="list-style-type: none"> <li>5.1. HR/Personnel forms, telephone message forms, safety reports</li> </ol>

### EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ol 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> </ol>
2. Resource Implications	<b>The following resources should be provided:</b> <ol 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> </ol>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ol 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> </ol>
4. Context for Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed individually in the actual workplace or through an accredited institution</li> </ol>

**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>role and objective of the team</b> is identified from available <b>sources of information</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 are identified from available sources of information 2.3 Team parameters, reporting relationships and responsibilities	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



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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: <ol style="list-style-type: none"> <li>1.1. Work activities in a team environment with enterprise or specific sector</li> <li>1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment</li> </ol>
2. Sources of information	May include: <ol style="list-style-type: none"> <li>2.1. Standard operating and/or other workplace procedures</li> <li>2.2. Job procedures</li> <li>2.3. Machine/equipment manufacturer's specifications and instructions</li> <li>2.4. Organizational or external personnel</li> <li>2.5. Patient/supplier instructions</li> <li>2.6. Quality standards</li> <li>2.7. OHS and environmental standards</li> </ol>
3. Workplace context	May include: <ol style="list-style-type: none"> <li>3.1. Work procedures and practices</li> <li>3.2. Conditions of work environments</li> <li>3.3. Legislation and industrial agreements</li> <li>3.4. Standard work practice including the storage, safe handling and disposal of chemicals</li> <li>3.5. Safety, environmental, housekeeping and quality guidelines</li> </ol>

## 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. 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>
2. Resource Implications	<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>
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. 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>
4. Context for Assessment	<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><i>problems or procedural problem</i></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 telediagnostic 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 of telediagnostic 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 of telediagnostic 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 of telediagnostic 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: 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: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 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

<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 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>
<p>2. Resource Implications</p>	<p>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.</p>
<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 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>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

**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

<p>3. Boost self-confidence and develop self-regulation</p>	<p>3.1 Efforts for continuous self-improvement are demonstrated</p> <p>3.2 Counter-productive tendencies at work are eliminated</p> <p>3.3 Positive outlook in life are maintained.</p>	<p>3.1 Four components of self-regulation based on Self-Regulation Theory (SRT)</p> <p>3.2 Personality development concepts</p> <p>3.3 Self-help concepts (e.g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)</p>	<p>3.1 Performing effective communication skills – reading, writing, conversing skills</p> <p>3.2 Showing affective skills – flexibility, adaptability, etc.</p> <p>3.3 Self-assessment for determining one’s strengths and weaknesses</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311214**

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

<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><i>Opportunities for improvement</i></b> are identified proactively in own area of work. 1.2 <b><i>Information</i></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><i>People who could provide input</i></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	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

	<p>based on feedback.</p> <p>2.5 <b>Critical inquiry method</b> is used to discuss and develop ideas with others.</p>		<p>2.4 Communicating ideas for change through small group discussions and meetings.</p>
<p>3. Integrate ideas for change in the workplace.</p>	<p>3.1 Critical inquiry method is used to integrate different ideas for change of key people.</p> <p>3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas.</p> <p>3.3 <b>Reporting skills</b> are likewise used to communicate results.</p> <p>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.</p>	<p>3.1 Roles of individuals in suggesting and making improvements.</p> <p>3.2 Positive impacts and challenges in innovation.</p> <p>3.3 Types of changes and responsibility.</p> <p>3.4 Seven habits of highly effective people.</p> <p>3.5 Basic research skills.</p>	<p>3.1 Identifying opportunities to improve and to do things better. Involvement.</p> <p>3.2 Identifying the positive impacts and the challenges of change and innovation.</p> <p>3.3 Providing examples of the types of changes that are within and outside own scope of responsibility.</p> <p>3.4 Communicating ideas for change through small group discussions and meetings.</p> <p>3.5 Demonstrating skills in analysis and interpretation of data.</p>

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Opportunities for improvement	May include: <ul style="list-style-type: none"> <li>1.1 Systems.</li> <li>1.2 Processes.</li> <li>1.3 Procedures.</li> <li>1.4 Protocols.</li> <li>1.5 Codes.</li> <li>1.6 Practices.</li> </ul>
2. Information	May include: <ul style="list-style-type: none"> <li>2.1 Workplace communication problems.</li> <li>2.2 Performance evaluation results.</li> <li>2.3 Team dynamics issues and concerns.</li> <li>2.4 Challenges on return of investment</li> <li>2.5 New tools, processes and procedures.</li> <li>2.6 New people in the organization.</li> </ul>
3. People who could provide input	May include: <ul style="list-style-type: none"> <li>3.1 Leaders.</li> <li>3.2 Managers.</li> <li>3.3 Specialists.</li> <li>3.4 Associates.</li> <li>3.5 Researchers.</li> <li>3.6 Supervisors.</li> <li>3.7 Staff.</li> <li>3.8 Consultants (external)</li> <li>3.9 People outside the organization in the same field or similar expertise/industry.</li> <li>3.10 Patient</li> </ul>
4. Critical inquiry method	May include: <ul style="list-style-type: none"> <li>4.1 Preparation.</li> <li>4.2 Discussion.</li> <li>4.3 Clarification of goals.</li> <li>4.4 Negotiate towards a Win-Win outcome.</li> <li>4.5 Agreement.</li> <li>4.6 Implementation of a course of action.</li> <li>4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking.</li> <li>4.8 Listening.</li> <li>4.9 Reducing misunderstandings is a key part of effective negotiation.</li> <li>4.10 Rapport Building.</li> <li>4.11 Problem Solving.</li> <li>4.12 Decision Making.</li> <li>4.13 Assertiveness.</li> <li>4.14 Dealing with Difficult Situations.</li> </ul>

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.
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## EVIDENCE GUIDE

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

## UNIT OF COMPETENCY: PRESENT RELEVANT INFORMATION

**UNIT CODE** : 400311215

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

<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 Patient 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



<p>2. Assess gathered data/ information</p>	<p>2.1 Validity of data/ information is assessed</p> <p>2.2 Analysis techniques are applied to assess data/ information.</p> <p>2.3 Trends and anomalies are identified</p> <p>2.4 <b>Data analysis techniques</b> and procedures are documented</p> <p>2.5 Recommendations are made on areas of possible improvement</p>	<p>2.1 Business mathematics and statistics</p> <p>2.2 Data analysis techniques/ procedures</p> <p>2.3 Reporting requirements to a range of audiences</p> <p>2.4 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.5 Organisational values, ethics and codes of conduct</p>	<p>2.1 Computing business mathematics and statistics</p> <p>2.2 Describing data analysis techniques/ procedures</p> <p>2.3 Reporting requirements to a range of</p>
<p>3. Record and present information</p>	<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	RANG E
1. Data analysis techniques	May include: 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><i>OSH requirements, regulations, policies and procedures</i></b> are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to <b><i>appropriate personnel</i></b> 1.3 <b><i>OSH preventive and control requirements</i></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

<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. 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 3.2 Interpersonal skills 3.3 Troubleshooting skills 3.4 Critical thinking skills 3.5 Observation skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>1.1 Clean Air Act</li> <li>1.2 Building code</li> <li>1.3 National Electrical and Fire Safety Codes</li> <li>1.4 Waste management statutes and rules</li> <li>1.5 Permit to Operate</li> <li>1.6 Philippine Occupational Safety and Health Standards</li> <li>1.7 Department Order No. 13 (Construction Safety and Health)</li> <li>1.8 ECC regulations</li> </ul>
2. Appropriate Personnel	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>2.1 Manager</li> <li>2.2 Safety Officer</li> <li>2.3 EHS Offices</li> <li>2.4 Supervisors</li> <li>2.5 Team Leaders</li> <li>2.6 Administrators</li> <li>2.7 Stakeholders</li> <li>2.8 Government Official</li> <li>2.9 Key Personnel</li> <li>2.10 Specialists</li> <li>2.11 Himself</li> </ul>
3. OSH Preventive and Control Requirements	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>3.1 Resources needed for removing hazard effectively</li> <li>3.2 Resources needed for substitution or replacement</li> <li>3.3 Resources needed to establishing engineering controls</li> <li>3.4 Resources needed for enforcing administrative controls</li> <li>3.5 Personal Protective equipment</li> </ul>
4. Non OSH-Compliance Work Activities	<p><b>May include non-compliance or observance of the following safety measures:</b></p> <ul style="list-style-type: none"> <li>4.1 Violations that may lead to serious physical harm or death</li> <li>4.2 Fall Protection</li> <li>4.3 Hazard Communication</li> <li>4.4 Respiratory Protection</li> <li>4.5 Power Industrial Trucks</li> <li>4.6 Lockout/Tag-out</li> <li>4.7 Working at heights (use of ladder, scaffolding)</li> <li>4.8 Electrical Wiring Methods</li> <li>4.9 Machine Guarding</li> </ul>

	4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements
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## EVIDENCE GUIDE

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

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

**UNIT CODE** : **400311217**

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

<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><i>environmental work procedures</i></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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED 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 through 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
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to <b>appropriate personnel</b> 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on	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



	information/ concerns raised are clarified with appropriate personnel		
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## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<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: <ul style="list-style-type: none"> <li>●Patience</li> <li>●Honesty</li> <li>●Quality-consciousness</li> <li>●Safety-consciousness</li> <li>●Resourcefulness</li> </ul>	1.1 Communication skills 1.2 Complying with quality 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>
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: <ul style="list-style-type: none"> <li>● Patience</li> <li>● Honesty</li> <li>● Quality-consciousness</li> <li>● Safety-consciousness</li> <li>● Resourcefulness</li> </ul>	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol
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.	3.1 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	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

	<p>3.3 Constructive contributions to office operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained.</p>	<p>attitudes:</p> <ul style="list-style-type: none"> <li>● Quality-consciousness</li> <li>● Safety-consciousness</li> </ul>	
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### RANGE OF VARIABLES

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

### EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace</p> <p>1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Simulated or actual workplace</p> <p>2.2 Tools, materials and supplies needed to demonstrate the required tasks</p> <p>2.3 References and manuals</p> <p>2.3.1 Enterprise procedures manuals</p> <p>2.3.2 Company quality policy</p>

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** : **HHC321201**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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><i>industry codes of practice</i></b> are accurately and clearly explained to the work group 1.2 Information about identified <b><i>hazards and the outcomes of infection risk assessments</i></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 Working knowledge, consistent with the elements of competence, of the organization's applicable infection control policy and procedures and relevant industry codes of practice 1.2 The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly, personal protective equipment 1.3 Knowledge of infection risks and control measures in specific work unit and related	1.1 Effective communicating and interpersonal skills including: <ul style="list-style-type: none"> <li>• language competence</li> <li>• literacy and reading competence</li> </ul> 1.2 Negotiating Skills 1.3 Work planning and management 1.4 Managing change of work processes 1.5 Monitoring compliance with policy and procedures 1.6 Maintaining and interpreting infection control records

		<p>work processes</p> <p>1.4 The significance of patient confidentiality in relation to infection control</p> <p>1.5 The significance of other management systems and procedures for infection control</p> <p>1.6 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p> <p>1.7 Organizational procedures for monitoring, training</p> <p>1.8 Basic understanding of communicable disease transmission</p>	
2	<p>Integrate the organization's infection control policy and procedure into work practices</p> <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</p>	<p>2.1 Working knowledge, consistent with the elements of competence, of the organization's applicable infection control policy and procedures and relevant industry codes of practice</p> <p>2.2 The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly,</p>	<p>2.1 Effective communicating and interpersonal skills including:</p> <ul style="list-style-type: none"> <li>● language competence</li> <li>● literacy and reading competence</li> </ul> <p>2.2 Negotiating Skills</p> <p>2.3 Work planning and management</p> <p>2.4 Managing change of work processes</p> <p>2.5 Monitoring compliance</p>



	<p>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>personal protective equipment</p> <p>2.3 Knowledge of infection risks and control measures in specific work unit and related work processes</p> <p>2.4 The significance of patient confidentiality in relation to infection control</p> <p>2.5 The significance of other management systems and procedures for infection control</p> <p>2.6 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p> <p>2.7 Organizational procedures for monitoring, training</p> <p>2.8 Basic understanding of communicable disease transmission</p>	<p>with policy and procedures</p> <p>2.6 Maintaining and interpreting infection control records</p>
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ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Monitor infection control performance and implement improvements in practices	<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><i>infection control standards</i></b></p> <p>3.6 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <b><i>designated</i></b></p>	<p>3.1 Working knowledge, consistent with the elements of competence, of the organization's applicable infection control policy and procedures and relevant industry codes of practice</p> <p>3.2 The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly, personal protective equipment</p> <p>3.3 Knowledge of infection risks and control measures in specific work unit and related work processes</p> <p>3.4 The significance of patient confidentiality in relation to infection control</p> <p>3.5 The significance of other management systems and procedures for infection control</p> <p>3.6 Literacy levels and communication skills of work group members and consequent suitable communication techniques</p>	<p>3.1 Effective communicating and interpersonal skills including:</p> <ul style="list-style-type: none"> <li>• language competence</li> <li>• literacy and reading competence</li> </ul> <p>3.2 Negotiating Skills</p> <p>3.3 Work planning and management</p> <p>3.4 Managing change of work processes</p> <p>3.5 Monitoring compliance with policy and procedures</p> <p>3.6 Maintaining and interpreting infection control records</p>

	<p>3.7 <b>personnel</b> Records of infection control risks and incidents are accurately maintained as required</p> <p>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</p>	<p>3.7 Organizational procedures for monitoring, training</p> <p>3.8 Basic understanding of communicable disease transmission</p>	
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Infection Control Policies and Procedures	<b>This may include but not limited to:</b> 1.1 Cleaning procedures and schedules 1.2 Cleaning agents 1.3 Cleaning equipment 1.4 Handling, storage and disposal of all types of waste 1.5 Food handling and food safety 1.6 Hygiene procedures 1.7 Infection control risk management 1.8 Infection control incident and hazard reporting 1.9 Sterilizing 1.10 Linen production and handling 1.11 Maintenance procedures 1.12 Storage requirements 1.13 Personal protective clothing 1.14 Work flows 1.15 Management of blood and body fluid spills 1.16 Single use of disposable 1.17 Aseptic techniques 1.18 Skin preparation procedures 1.19 Immunization 1.20 Needle stick injuries 1.21 Personal contact with infectious patients 1.22 Standard and additional precautions 1.23 Confidentiality 1.24 Employee training 1.25 Contractors
2. Industry Codes of Practice	2.1 National Health and Medical Research Council Guidelines for infection control 2.2 Local & National Government Guidelines and Standards 2.3 Manufacturer's recommendations and operating manuals
3. Identified hazards and the outcomes of infection risk assessments	3.1 Sharps 3.2 Glass 3.3 Waste 3.4 Human waste and human tissues 3.5 Personal contact with infectious patients 3.6 Animals, insects and vermin 3.7 Stock, including food, which has passed "used-by" dates. 3.8 Incorrect concentration of disinfectants and chemicals 3.9 Cleaning procedures 3.10 Linen handling procedures 3.11 Work flows 3.12 Use of personal protective clothing 3.13 Food safety 3.14 Personal hygiene

4. Infection Control Monitoring Procedures	4.1 Observations 4.2 Interviews 4.3 Surveys and inspections 4.4 Quality assurance activities 4.5 Review of outcomes 4.6 Data analysis
5. Designated personnel	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	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 <b>MUST</b> be provided: 4.1 Workplace infection control and health and safety policies and procedures 4.2 Waste management procedures 4.3 Food safety procedures 4.4 Other organizational policies and procedures 4.5 Duties statements and/or job descriptions
3. Method of assessment	Competency may be assessed through: 5.1 Observation 5.2 Interview 5.3 Portfolio 5.4 Demonstration with questioning
4. Context of assessment	Assessment may be done in the workplace or in a simulated workplace setting.

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

**UNIT CODE : HHC321202**

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

<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. Plan responses	1.1 <b>Responses are planned</b> to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources 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. 1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures.	1.1 OSH and issues relating to difficult and challenging behavior 1.2 Patient issues which need to be referred to an appropriate health professional 1.3 Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient	1.1 Effectively using techniques for monitoring own service area including client satisfaction 1.2 Speaking in a firm, diplomatic and culturally appropriate manner 1.3 Remaining calm and positive in adversity 1.4 Thinking and responding quickly and strategically 1.5 Remaining alert to potential incidents of difficult or challenging behavior 1.6 Monitoring and/or maintaining security equipment 1.7 Working with others and display empathy with patient and relatives

<p>2. Apply response</p>	<p>2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with <b><i>institutional policy 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>2.1 OSH and issues relating to difficult and challenging behavior</p> <p>2.2 Patient issues which need to be referred to an appropriate health professional</p> <p>2.3 Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient</p>	<p>2.1 Effectively using techniques for monitoring own service area including client satisfaction</p> <p>2.2 Speaking in a firm, diplomatic and culturally appropriate manner</p> <p>2.3 Remaining calm and positive in adversity</p> <p>2.4 Thinking and responding quickly and strategically</p> <p>2.5 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>2.6 Monitoring and/or maintaining security equipment</p> <p>2.7 Working with others and display empathy with patient and relatives</p>
<p>3. Report and review incidents</p>	<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>3.1 OSH and issues relating to difficult and challenging behavior</p> <p>3.2 Patient issues which need to be referred to an appropriate health professional</p> <p>3.3 Ability to</p>	<p>3.1 Effectively using techniques for monitoring own service area including client satisfaction</p> <p>3.2 Speaking in a firm, diplomatic and culturally appropriate</p>

	<p>3.3 Debriefing 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>interpret and follow the instructions and guidance of health professionals involved with the care of patient</p>	<p>e manner</p> <p>3.3 Remaining calm and positive in adversity</p> <p>3.4 Thinking and responding quickly and strategically</p> <p>3.5 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>3.6 Monitoring and/or maintaining security equipment</p> <p>3.7 Working with others and display empathy with patient and relatives</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	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	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 for dealing with challenging behaviors	3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Selection of strategies for dealing with challenging behaviors	4.1 The nature of the incident 4.2 Potential effect on different parties, patient, staff and others 4.3 Established procedures and guidelines
5. Institutional policies and procedures	5.1 Incident reporting and documentation 5.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 5.3 Debriefing of staff involved in the incident

## 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 specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required</li> <li>1.2 Maintained personal safety and the safety of others</li> <li>1.3 Reported incidents, reviewed and responded quickly and effectively to contingencies</li> <li>1.4 Debriefing mechanisms are used</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2 Relevant institutional policy, guidelines, procedures and protocols</li> <li>4.3 Emergency response procedures and employee support arrangements</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation with questioning</li> <li>5.2 Demonstration with questioning</li> </ul>
<p>6. Context of assessment</p>	<p>Assessment may be done in the workplace or in a simulated workplace setting.</p>

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

**UNIT CODE : HHC321203**

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

<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. 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 Basic anatomy and physiology 1.2 Company standard operating procedures (sops) 1.3 Dealing with confidentiality 1.4 Knowledge of the First Aiders' skills limitations 1.5 OSH legislation and regulations 1.6 How to gain access to and interpret material safety data sheets	1.1 Resuscitation Skills 1.2 Safe manual handling of casualty 1.3 Consideration of the welfare of the casualty 1.4 Report preparation 1.5 Communication skills 1.6 Interpreting and Using listed documents

<p>2. Apply basic first aid techniques</p>	<p>2.1 <b>First Aid management</b> is provided in accordance with established First 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>2.1 Basic anatomy and physiology</p> <p>2.2 Company standard operating procedures (sops)</p> <p>2.3 Dealing with confidentiality</p> <p>2.4 Knowledge of the First Aiders' skills limitations</p> <p>2.5 OSH legislation and regulations</p> <p>2.6 How to gain access to and interpret material safety data sheets</p>	<p>2.1 Resuscitation Skills</p> <p>2.2 Safe manual handling of casualty</p> <p>2.3 Consideration of the welfare of the casualty</p> <p>2.4 Report preparation</p> <p>2.5 Communication skills</p> <p>2.6 Interpreting and Using listed documents</p>
<p>3. Communicate details of the incident</p>	<p>3.1 Appropriate medical assistance is requested using relevant <b>communication media</b> and</p>	<p>3.1 Basic anatomy and physiology</p> <p>3.2 Company standard operating procedures (sops)</p> <p>3.3 Dealing with</p>	<p>3.1 Resuscitation Skills</p> <p>3.2 Safe manual handling of casualty</p> <p>3.3 Consideration of the welfare of the</p>

	<p><b>equipment</b></p> <p>3.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel</p> <p>3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures</p>	<p>confidentiality</p> <p>3.4 Knowledge of the First Aiders' skills limitations</p> <p>3.5 OSH legislation and regulations</p> <p>3.6 How to gain access to and interpret material safety data sheets</p>	<p>casualty</p> <p>3.4 Report preparation</p> <p>3.5 Communication skills</p> <p>3.6 Interpreting and Using listed documents</p>
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<b>VARIABLE</b>	<b>RANGE</b>
1 First Aid Management	This may include but not limited to : 1.1 Workplace policies and procedures 1.2 Industry/site specific regulations, codes 1.3 OSH 1.4 State and territory workplace health and safety requirements 1.5 Allergies the casualty may have
2 Physical Hazards	Physical hazards may include : 2.1 Workplace hazards 2.2 Environmental hazards 2.3 Proximity of other people 2.4 Hazards associated with casualty management processes
3 Risks	Risks may include: 3.1 Worksite equipment, machinery and substances 3.2 Environmental risks 3.3 Bodily fluids 3.4 Risk of further injury to the casualty 3.5 Risk associated with the proximity of the others and bystanders
4 Casualty's Condition	Casualty's condition may include but not limited to the ff: 4.1 Abdominal injuries 4.2 Allergic reactions 4.3 Bleeding 4.4 Burns-thermal, chemical, friction, electrical 4.5 Cardiac conditions 4.6 Chemical contamination 4.7 Cod injuries 4.8 Crush injuries 4.9 Dislocations 4.10 Drowning 4.11 Eye injuries 4.12 Fractures 4.13 Head injuries 4.14 Epilepsy 4.15 Minor skin injuries 4.16 Neck and spinal injuries 4.17 Needle stick injuries 4.18 Poisoning and toxic substances 4.19 Shock 4.20 Smoke inhalation

5. Equipment and Resources	<p>Equipment and other resources may include:</p> <ul style="list-style-type: none"> <li>5.1 Defibrillation units</li> <li>5.2 Pressure bandages</li> <li>5.3 Thermometers</li> <li>5.4 First Aid kit</li> <li>5.5 Eyewash</li> <li>5.6 Thermal blankets</li> <li>5.7 Pocket face masks</li> <li>5.8 Rubber gloves</li> <li>5.9 Dressing</li> <li>5.10 Space device</li> <li>5.11 Cervical collars</li> </ul>
6. Communication system	<ul style="list-style-type: none"> <li>6.1 Mobile phone</li> <li>6.2 Satellite phones</li> <li>6.3 HF/VHF radio</li> <li>6.4 Flags</li> <li>6.5 Flares</li> <li>6.6 Two - way radio</li> <li>6.7 Email</li> <li>6.8 Electronic equipment</li> </ul>
7. Vital signs	<ul style="list-style-type: none"> <li>7.1 Temperature</li> <li>7.2 Pulse rate/ cardiac rate</li> <li>7.3 Respiratory rate</li> <li>7.4 Blood pressure</li> <li>7.5 Oxygen saturation</li> </ul>
8. First Aid Principles	<ul style="list-style-type: none"> <li>8.1 Checking the site for danger to self, casualty' and others and minimizing the danger</li> <li>8.2 Checking and maintaining the casualty's airways, breathing and circulation</li> </ul>

## 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 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations</li> <li>1.2 Identified physical hazards of the casualty and minimized immediate risks</li> <li>1.3 Assessed and monitored the physical condition of the casualty</li> <li>1.4 Responded to emergency using basic life support measures.</li> <li>1.5 Provided initial response where First Aid is required</li> <li>1.6 Dealt with complex casualties or incident</li> <li>1.7 Prepared reports to concerned personnel in a timely manner</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Access to relevant work station</li> <li>4.2 Relevant institutional policies, guidelines procedure and protocol</li> <li>4.3 Equipment and materials relevant to the proposed activities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with questioning</li> <li>5.2 Interview</li> <li>5.3 Third Party report</li> <li>5.4 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in a workplace or simulated work area setting.</li> </ul>



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

**UNIT CODE : HHC321204**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized Bold</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Communicate appropriately with patients	1.1 Effective <b>communication</b> strategies and techniques are identified and used to achieve best patient service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to patients 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	1.1 Roles and responsibilities of self and other workers within the organization 1.2 When patient issues need to be referred to an appropriate health professional 1.3 Organizational policies and procedures for privacy and confidentiality of information provided by patients and others 1.4 Knowledge of cultures relevant to the particular service 1.5 Institutional policy on patient rights and responsibilities	1.1 Establishing and maintaining relationships, taking into account individual differences 1.2 Using effective listening techniques 1.3 Using appropriate verbal and non verbal communication styles 1.4 Interpreting and following the instructions and guidance of health professionals involved with the care of patients 1.5 Oral and written communication 1.6 Problem solving skills required include the ability to use available resources and prioritise workload

	work team is constructive and collaborative and demonstrates an understanding of own role		1.7 Dealing with conflict 1.8 Working with others and display empathy with patient and relatives
2. Establish and maintain good interpersonal relationship with patients	<p>2.1 Rapport is established to ensure the service is appropriate to and in the best interests of <b>patients</b></p> <p>2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service</p> <p>2.3 Patient concerns and needs are correctly identified and responded to responsibly and accordingly established procedures and guidelines Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best patient service outcomes</p>	<p>2.1 Roles and responsibilities of self and other workers within the organization</p> <p>2.2 When patient's issues need to be referred to an appropriate health professional</p> <p>2.3 Organizational policies and procedures for privacy and confidentiality of information provided by patients and others</p> <p>2.4 Knowledge of cultures relevant to the particular service</p> <p>2.5 Institutional policy on patient rights and responsibilities</p>	<p>2.1 Establishing and maintaining relationships, taking into account individual differences</p> <p>2.2 Using effective listening techniques</p> <p>2.3 Using appropriate verbal and non-verbal communication styles</p> <p>2.4 Interpreting and following the instructions and guidance of health professionals involved with the care of patients</p> <p>2.5 Oral and written communication</p> <p>2.6 Problem solving skills required include the ability to use available resources and prioritize workload</p> <p>2.7 Dealing with conflict</p> <p>2.8 Working with others and display empathy with patient and relatives</p>

<p>3. Act in a respectful manner at all times</p>	<p>3.1 <b>Respect for differences</b> is positively, actively and consistently demonstrated in all work</p> <p>3.2 <b>Confidentiality</b> and privacy of patients is maintained</p> <p>3.3 Courtesy is demonstrated in all interactions with patients, their visitors, careers and family</p> <p>3.4 Assistance with the care of patients with challenging behaviors is provided in accordance with established procedures</p> <p>3.5 Techniques are used to manage and minimize aggression</p>	<p>1.1 Roles and responsibilities of self and other workers within the organization</p> <p>1.2 When patient issues need to be referred to an appropriate health professional</p> <p>1.3 Organizational policies and procedures for privacy and confidentiality of information provided by patients and others</p> <p>1.4 Knowledge of cultures relevant to the particular service</p> <p>1.5 Institutional policy on patient rights and responsibilities</p>	<p>3.1 Establishing and maintaining relationships, taking into account individual differences</p> <p>3.2 Using effective listening techniques</p> <p>3.3 Using appropriate verbal and non-verbal communication styles</p> <p>3.4 Interpreting and following the instructions and guidance of health professionals involved with the care of patients</p> <p>3.5 Oral and written communication</p> <p>3.6 Problem solving skills required include the ability to use available resources and prioritize workload</p> <p>3.7 Dealing with conflict</p> <p>3.8 Working with others and display empathy with patient and relatives</p>
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<p>4. Evaluate own work to maintain a high standard of patient service</p>	<p>4.1 Advice and assistance is received or sought from appropriate sources on own <b>performance</b></p> <p>4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of patient support</p>	<p>4.1 Roles and responsibilities of self and other workers within the organization</p> <p>4.2 When patient's issues need to be referred to an appropriate health professional</p> <p>4.3 Organizational policies and procedures for privacy and confidentiality of information provided by patients and others</p> <p>4.4 Knowledge of cultures relevant to the particular service</p> <p>4.5 Institutional policy on patient rights and responsibilities</p>	<p>4.1 Establishing and maintaining relationships, taking into account individual differences</p> <p>4.2 Using effective listening techniques</p> <p>4.3 Using appropriate verbal and non-verbal communication styles</p> <p>4.4 Interpreting and following the instructions and guidance of health professionals involved with the care of patients</p> <p>4.5 Oral and written communication</p> <p>4.6 Problem solving skills required include the ability to use available resources and prioritize workload</p> <p>4.7 Dealing with conflict</p> <p>4.8 Working with others and display empathy with patient and relatives</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Patients	This may include but not limited to: <ul style="list-style-type: none"> <li>1.1 Patients</li> <li>1.2 Prospective patients to the service or services</li> <li>1.3 Patients may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies</li> </ul>
2. Others with whom interaction is required in regard to patient services	<ul style="list-style-type: none"> <li>2.1 Other staff and team members</li> <li>2.2 Service units or departments</li> <li>2.3 Family members, careers and friends of patients</li> <li>2.4 Professional representatives or agents of patients such as:               <ul style="list-style-type: none"> <li>- Medical specialists</li> <li>- Nurses</li> <li>- Social workers</li> <li>- Dietitians</li> <li>- Therapists</li> <li>- Allied health professionals</li> <li>- Volunteers</li> <li>- Teachers and/or spiritual</li> <li>- Community</li> </ul> </li> <li>2.5 General public</li> </ul>
3. Communication	<ul style="list-style-type: none"> <li>3.1 English/Tagalog/vernacular</li> <li>3.2 Sign language</li> <li>3.3 Through an interpreter</li> <li>3.4 Community language as required by the service / organization</li> </ul>
4. Modes of communication	<ul style="list-style-type: none"> <li>4.1 Continuing interaction with patients</li> <li>4.2 Verbal conversations either in person or via telephone</li> <li>4.3 Written notes by post or electronic media</li> <li>4.4 Worker, family member friend or professional interpreter who has relevant languages</li> </ul>

<p>5. Respect for difference</p>	<p>5.1 Physical</p> <p>5.2 Cognitive/mental or intellectual issues that may impact on communication</p> <p>5.3 Cultural and ethnic</p> <p>5.4 Religious/spiritual</p> <p>5.5 Social</p> <p>5.6 Age</p> <p>5.7 Language literacy and numeracy abilities</p> <p>5.8 Sexuality and sexual preference</p>
<p>6. Confidentiality and privacy of patients</p>	<p>6.1 Fees</p> <p>6.2 Health fund entitlements</p> <p>6.3 Welfare entitlements</p> <p>6.4 Payment Method and records</p> <p>6.5 Public environments</p> <p>6.6 Legal and ethical requirements</p> <p>6.7 Writing details ie medical and consent forms</p> <p>6.8 Conversations on the telephone</p> <p>6.9 Secure location for written records</p> <p>6.10 Offering a private location for discussions</p> <p>6.11 Information disclosed to an appropriate person consistent with one's level of responsibility</p>
<p>7. Performance monitoring</p>	<p>7.1 Self-monitoring</p> <p>7.2 Supervisor assessment</p> <p>7.3 Patient feedback</p>

## 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 Communicated appropriately with patients</li> <li>1.2 Handled complaints and resolved conflict, or referred matters to supervisors when required</li> <li>1.3 Complied with relevant policies, protocols, guidelines and procedures of the organization</li> <li>1.4 Established and maintained good interpersonal relationship with patients</li> <li>1.5 Demonstrated courtesy in all interactions with patients, their visitors, and family</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2 Relevant government and organizational policy, guidelines, procedures and protocols</li> <li>4.3 Any relevant legislation in relation to service delivery</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with questioning</li> <li>5.2 Interview</li> <li>5.3 Third party report</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in a simulated workplace setting</li> </ul>

## CORE COMPETENCIES

**UNIT OF COMPETENCY** : **PREPARE TELEDIAGNOSTIC EQUIPMENT AND ENVIRONMENT**

**UNIT CODE** : **AB-HHC1381100321301**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude required to set-up telediagnostic environment, prepare tools, supplies, equipment/attachments, and materials and check equipment and attachments per function.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Set-up telediagnostic environment	<p>1.1 <b><i>Telediagnostic environment</i></b> cleaned and disinfected according to clinic policy and regulations</p> <p>1.2 Rooms are made conducive for effective communication</p> <p>1.3 Patients privacy is strictly observed based on the patient's privacy act of the Philippines RA 10173</p>	<p><b>Communications</b></p> <p>1.1 Code of ethics</p> <p>1.2 Familiarization of telediagnostic policies and procedures</p> <p>1.3 Time management</p> <p>1.4 Data privacy RA 10173 Subsection 20</p> <p><b>Environmental Concerns</b></p> <p>1.5 PD 856 (Sanitation Code of the Philippines)</p> <p>1.6 OSH policies and procedures</p> <p>1.7 Environment safety rules and regulations</p> <p>1.8 Methods of sanitation</p> <p>1.9 Telediagnostic area</p> <p>1.10 7S principles Preparation and set up of workplace</p> <p>1.11 Ergonomic principles, privacy and</p>	<p>1.1 Following code of ethics</p> <p>1.2 Following clinic's policies and procedures</p> <p>1.3 Observing time management</p> <p>1.4 Following Methods of Sanitation</p> <p>1.5 Preparing Clinical treatment area</p> <p>1.6 Complying PD 856</p> <p>1.7 Complying with DOH, OSH Policies and guidelines</p> <p>1.8 Practicing 7S principles</p> <p>1.9 Applying ergonomic principle</p> <p>1.10 Observing patient's privacy</p> <p>1.11 Providing proper ventilation</p> <p>1.12 Applying knowledge on clinic lay out</p>



		ventilation 1.12 Telediagnostic area lay-out 1.13 Procedure in cleaning 1.14 Clinical Bed preparation	
2. Prepare tools, supplies, equipment/ attachments and materials	2.1 <b>Equipment Supplies and Materials</b> are made available based on <b>diagnostic requirement</b> 2.2 Equipment are cleaned and sanitized in accordance with cleaning and sanitizing procedures 2.3 Equipment and attachments' parts are complete based on manufacturer's operation manual	<b>Technology</b> 2.1 Parts and functions of Telediagnostic Equipment/ attachments 2.2 Procedures in cleaning, sterilizing and equipment/ attachments 2.3 Purpose of studying the manufacturer's operation manual for each equipment and its attachments 2.4 Types, uses and procedures in preparation of supplies and materials 2.5 Proper placement and storage of tools, equipment, supplies and materials 2.6 Do's and Don'ts in preparing, using and storing of tools, equipment/attach ments, supplies and materials	2.1 Identifying and describing parts and functions of telediagnostic equipment/attachm ents 2.2 Cleaning and sterilizing of tools 2.3 Applying manufacturer's operation manual instructions 2.4 Identifying supplies and materials 2.5 Preparing and utilizing supplies and materials 2.6 Identifying placement and storage of supplies and materials

<p>3. Check equipment and attachments per function</p>	<p>3.1 <b>Equipment</b> are configured based on manufacturers standard</p> <p>3.2 <b>Attachments</b> are cleaned and sterilized according to manufacturer’s manual of operation</p> <p>3.3 Equipment and Attachments are checked and are in good condition based on manufacturer’s standard</p>	<p><b>Science and technology</b></p> <p>3.1 Parts and functions of telediagnostic attachments</p> <p>3.2 Procedures on checking and configuring the equipment</p> <p><b>Environmental concerns</b></p> <p>3.3 Disinfection and sterilization process of attachments</p>	<p>3.1 Interviewing skills</p> <p>3.2 Recording skills</p> <p>3.3 Taking accurate vital signs</p> <p>3.4 Obtaining demographic profile</p> <p>3.5 Patient-centered approach</p> <p>3.6 Operating computer</p> <p>3.7 Filling out appropriate clinical forms.</p> <p>3.8 Communication skills needed to interpret and apply defined work procedures</p> <p>3.9 Critical thinking</p> <p>3.10 Providing solution and decision making</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Telediagnostic Environment	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>1.1 Hospital</li> <li>1.2 Barangay Health Station</li> <li>1.3 Road</li> <li>1.4 House</li> <li>1.5 Ambulance</li> <li>1.6 Private room</li> <li>1.7 Malls</li> <li>1.8 Other establishments</li> </ul>
2. Equipment	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>2.1 Portable telediagnostic equipment</li> <li>2.2 Vital sign monitor</li> <li>2.3 Multipurpose camera</li> <li>2.4 Stethoscope</li> <li>2.5 12 Lead Electro Cardio Graph (ECG)</li> <li>2.6 Abdominal ultrasound probe</li> <li>2.7 Personal Protective Equipment (PPE)</li> </ul>
3. Supplies & materials	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>3.1 Wet Wipes</li> <li>3.2 Cotton balls</li> <li>3.3 Sterile Gauze</li> <li>3.4 Gloves vinyl</li> <li>3.5 Lubricant Solution (KY Gelly)</li> <li>3.6 ECG pads</li> <li>3.7 Bed sheet</li> <li>3.8 Disinfectant (isopropyl 70%)</li> <li>3.9 Antiseptic solution</li> </ul>
4. Attachment	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>4.1 Digital Blood Pressure</li> <li>4.2 Pulse Oximeter</li> <li>4.3 Tympanic Thermometer</li> <li>4.4 ECG electrodes</li> <li>4.5 Abdominal Probe</li> <li>4.6 Multi-Purpose Camera</li> </ul>

## **EVIDENCE GUIDE**

1. Critical aspect of competencies	Assessment required evidence that the candidate: 1.1 Prepared conducive telediagnostic environment according to PD 856 and OSH 1.2 Checked, prepared, and sanitized equipment, attachments, tools, supplies and materials to be used 1.3 Prepared patients for the telediagnostic procedure according to established policies and regulations
2. Resource Implications	The following resources should be provided: 2.1 Telediagnostic equipment, attachments, tools, supplies and materials relevant to the activity to be performed 2.2 Actual telediagnostic environment with complete examination facilities
3. Methods of Assessment	Competency may be assessed through: 3.1 Demonstration with oral questioning 3.2 Direct observation 3.3 Written test
4. Context for Assessment	4.1 Competency may be assessed in telediagnostic environment or simulated area 4.2 Assessment done during learner's return demonstration

**UNIT OF COMPETENCY : UTILIZE TELEDIAGNOSTIC EQUIPMENT**

**UNIT CODE : AB-HHC1381100321302**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to check patient’s profile list, confirm doctor’s availability, endorse the patient’s initial assessment to the doctor, perform telediagnostic procedures based on doctor’s instructions, record and save clinical impressions/diagnosis and perform post-telediagnostic activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Check Patient’s profile list	1.1 <b>Patient’s profile</b> is obtained through accomplished <b>clinical forms</b> in accordance with established policies and procedures. 1.2 Provided information are discussed with the patient in accordance with established policies and procedures. 1.3 Accomplished clinical forms are kept in accordance with the data privacy act or RA 10173	<b>Communications</b> 1.1 Demographic profile 1.2 Patient-centered communication approach (communication barrier) 1.3 Various clinical forms  <b>Technology</b> 1.4 Error identification and reporting 1.5 Basic computer literacy	1.1 Interviewing skills 1.2 Recording skills 1.3 Taking accurate vital signs 1.4 Obtaining demographic profile 1.5 Patient-centered approach 1.6 Encoding patient’s data 1.7 Filling out appropriate clinical forms. 1.8 Communication skills 1.9 Critical thinking 1.10 Ensuring data accuracy
2. Confirm doctor’s availability	2.1 Confirmation is made through telephone or the equipment based on industry standards 2.2 Web portal is checked if the Doctor is online based on industry standards	<b>Communications</b> 2.1 Consultation schedule 2.2 Summary of patient’s profile 2.3 Time management  <b>Science and Technology</b> 2.4 Doctor’s medical specialization	2.1 Scheduling of consultation 2.2 Proofreading of patient’s profile 2.3 Managing time 2.4 Acknowledging doctor’s specialization 2.5 Using telediagnostic portal system

	2.3 Patient is profiled and scheduled according to doctor's availability based on industry standards	2.5 Telediagnostic portal system	
3. Endorse the patient's initial assessment to the doctor	<p>3.1 Patient's <b>vital signs</b> and history of present illness are reviewed in accordance with established policies and procedure</p> <p>3.2 Patients <b>initial assessment</b> is acknowledged by the doctors</p> <p>3.3 Patient is re-assessed in accordance with doctor's instructions.</p>	<p><b>Communications</b></p> <p>3.1 Fundamentals of vital signs</p> <p>3.2 Various types of Communication</p> <p><b>Mathematics</b></p> <p>3.3 Normal ranges of vital signs according to age</p> <p>3.4 Tools used in taking vital signs</p> <p>3.5 Procedures of taking vital signs</p> <p>3.6 Therapeutic Communication Technique</p> <p>3.7 History Taking</p> <p><b>Technology</b></p> <p>3.8 Methods of Physical Assessments /Head to Toe Assessment</p> <p>3.9 Endorsement ways and Process</p>	<p>3.1 Taking accurate vital signs</p> <p>3.2 Applying communications skills including the different therapeutic communication technique</p> <p>3.3 Performing history Taking</p> <p>3.4 Demonstrating head to toe Assessments</p> <p>3.5 Referring the patients to the doctors</p>
4. Perform telediagnostic procedures based on Doctor's instructions	<p>4.1 Patient's informed consent is obtained through patient's consent form with established policies and procedure</p> <p>4.2 Handwashing, donning, gloving and wearing of mask are performed according to the safety standards</p> <p>4.3 Patient is reassured and comforted during the entire</p>	<p><b>Communications</b></p> <p>4.1 Data Privacy Act of 2012</p> <p>4.2 Cybercrime Prevention Act of 2012</p> <p>4.3 RA 9262 Violence Against Women and their Children</p> <p>4.4 Patient's Bill of Rights</p> <p>4.5 Code of Ethics</p>	<p>4.1 Computer skills</p> <p>4.2 Strict adherence to governing laws regarding privacy and patient's rights</p> <p>4.3 Hand washing</p> <p>4.4 Donning and gloving technique</p> <p>4.5 Using appropriate PPEs</p> <p>4.6 Demonstrating standard aseptic technique</p>

	<p>telediagnostic procedures in accordance with established procedure and guidelines.</p> <p>4.4 Abdominal ultrasound is performed using abdominal USB ultrasound probe as instructed by doctor.</p> <p>4.5 Electro Cardiogram (ECG) test is conducted using the 12 lead electrodes as per doctor's instruction</p> <p>4.6 BP is measured and recorded using NIBP as per doctor's instruction</p> <p>4.7 Temperature is measured and recorded using thermometer as per doctor's instruction</p> <p>4.8 SPO2 is measured and recorded using oximeter as per doctor's instruction</p> <p>4.9 Stethoscope is used for consultation to listen to heart, lungs and other body organs as per doctor's instructions</p> <p>4.10 <b>Gross images</b> are captured and streamed to the physician using multi-purpose camera which includes derma scope, otoscope and general imaging lens based on doctor's instruction</p> <p>4.11 All safety procedures in using</p>	<p>4.6 Manufacturer's manual</p> <p><b>Technology</b></p> <p>4.7 Proper hand washing</p> <p>4.8 Donning and gloving technique</p> <p>4.9 Standard aseptic technique</p> <p>4.10 Steps of proper draping</p> <p>4.11 Human Anatomy, Physiology and Pathophysiology</p> <p>4.12 Common Medical Terminologies</p> <p>4.13 Operational procedures in basic abdominal ultrasound</p> <p>4.14 Supplies and materials for abdominal ultrasound</p> <p>4.15 Result of post operational abdominal ultrasound</p> <p>4.16 Possible examination result</p> <p>4.17 Procedures on proper placements of ECG electrodes</p> <p>4.18 Examination ECG result</p> <p>4.19 Do's and Don'ts when taking the Blood pressure</p> <p>4.20 Parts of Stethoscope</p> <p>4.21 Placement of stethoscope on various body parts</p> <p>4.22 Various heart, lung and abdominal sounds</p> <p>4.23 Operational</p>	<p>4.7 Observing patient's rights and privacy</p> <p>4.8 Draping the patient properly</p> <p>4.9 Applying Basic General knowledge regarding Human Anatomy and Physiology and Pathophysiology</p> <p>4.10 Usage of Common Medical Terminologies</p> <p>4.11 Demonstrating procedures on basic abdominal ultrasound</p> <p>4.12 Utilizing appropriate supplies and materials</p> <p>4.13 Performing procedures on proper placements of ECG electrodes</p> <p>4.14 Obtaining Digital Blood Pressure</p> <p>4.15 Obtaining Partial Oxygen Saturation</p> <p>4.16 Disinfecting of Stethoscope</p> <p>4.17 Proper placing of stethoscope</p> <p>4.18 Performing capture of images using Multi-purpose camera</p> <p>4.19 Applying safety procedures and regulations</p>
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	<p>equipment, attachments and tools are observed at all times and appropriate Personal Protective Equipment (PPEs) are used</p> <p>4.12 Malfunctions, unplanned or unusual events are reported to appropriate personnel</p>	<p>procedures in capturing gross images using multipurpose camera such as dermascope and otoscope</p> <p>4.24 Techniques in capturing images via multi-purpose camera</p> <p>4.25 Awareness on Basic Occupational Health and Safety</p> <p><b>Environment Concerns</b></p> <p>4.26 Personal Protective Equipment (PPEs)</p> <p>4.27 Supplies and materials for ECG</p> <p>4.28 Disinfection steps in cleaning the stethoscope</p> <p>4.29 Universal standard precaution</p> <p><b>Mathematics</b></p> <p>4.30 Normal heart rhythm and various dysrhythmias</p> <p>4.31 Procedures in obtaining and recording Digital Blood pressure</p> <p>4.32 Partial Oxygen Saturation Measurement procedures</p> <p>4.33 Consideration in obtaining partial Oxygen Saturation</p>	
5. Record and save clinical impression s/diagnosis	5.1 Clinical impressions and diagnosis are downloaded and saved based on system requirement	<p><b>Science and Technology</b></p> <p>5.1 Clinical impressions of doctors</p>	<p>5.1 Recognizing clinical impressions and clinical diagnosis</p> <p>5.2 Performing basic computer operation</p>



	<p>according to established policies and procedure</p> <p>5.2 Patient is informed of clinical impressions, diagnosis and contemplated treatment according to established policies and procedure</p> <p>5.3 <b>Back-up copy</b> of clinical impressions, diagnosis and contemplated treatment is prepared and stored at external hard drive or flash drive according to established policies and procedure</p>	<p>5.2 Clinical diagnosis of doctors</p> <p>5.3 Basic computer operation on saving and recording data</p> <p>5.4 Back up procedures to the external hard drive</p>	<p>of recording and saving data</p> <p>5.3 Relaying clinical impressions, diagnosis and contemplated treatment to the patient</p> <p>5.4 Performing back up files to external hard drives or flash drive</p>
6. Perform post-telediagnostic activities	<p>6.1 Equipment and attachments are cleaned and sanitized in accordance with disinfecting procedures</p> <p>6.2 Supplies and materials are checked, recorded and stored in accordance with established policies and guidelines.</p> <p>6.3 <b>Waste and hazardous materials</b> are segregated and disposed in accordance with the</p>	<p><b>Environmental Concern</b></p> <p>6.1 Cleaning and sanitation procedure</p> <p>6.2 Inventory management</p> <p>6.3 Storage Management</p> <p>6.4 Waste disposal management</p> <p>6.5 7S practices</p>	<p>6.1 Cleaning and sanitizing equipment</p> <p>6.2 Inventory management skills</p> <p>6.3 Storage Management skills</p> <p>6.4 Proper and safe waste disposal implementation</p> <p>6.5 Applying 7S</p>

	<p>proper and safe waste disposal policies.</p> <p>6.4 Telediagnostic area is cleaned, sanitized for next patient.</p>		
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Patient's Profile	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>1.1 Demographic profile               <ul style="list-style-type: none"> <li>1.1.1 Full Name</li> <li>1.1.2 Age</li> <li>1.1.3 Sex</li> <li>1.1.4 Status</li> <li>1.1.5 Nationality</li> <li>1.1.6 Religion</li> <li>1.1.7 Address</li> </ul> </li> <li>1.2 Vital signs result</li> <li>1.3 History of present illness</li> <li>1.4 Family history</li> <li>1.5 Past medical history</li> <li>1.6 Social history</li> </ul>
2. Clinical forms	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>2.1 Electronic Medical Records (EMR)</li> <li>2.2 Physical Medical Records</li> <li>2.3 Waiver / consent forms</li> </ul>
3. Vital Signs	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>3.1 Temperature</li> <li>3.2 Pulse rate/ cardiac rate</li> <li>3.3 Respiratory rate</li> <li>3.4 Blood pressure</li> <li>3.5 Oxygen saturation</li> </ul>
4. Initial Assessment	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>4.1 History               <ul style="list-style-type: none"> <li>4.1.1. Chief Complaint</li> <li>4.1.3 History of Present illness</li> <li>4.1.3 Other Signs and Symptoms</li> <li>4.1.4 Allergies</li> <li>4.1.4 Medication</li> <li>4.1.5 Past History</li> <li>4.1.6 Family history</li> <li>4.1.7 Past medical history</li> <li>4.1.8 Social history</li> <li>4.1.9. Last Meal/Timing</li> </ul> </li> <li>4.2 Head to Toe Assessment</li> <li>4.3 Pulse Motor and Sensory</li> <li>4.4 Capillary Test</li> </ul>

	<p>4.5 Level of Consciousness</p> <p>4.6 Pupil Equally Round Reactive to Light Accommodation Test</p>
5. Gross Images	<p><b>May include:</b></p> <p>5.1 Oral Images</p> <p>5.2 Skin images (any parts of the body)</p> <p>5.3 Ear images</p> <p>5.4 Nose images</p> <p>5.5 Facial images</p>
6. Back-up Copy	<p><b>May Include:</b></p> <p>6.1 Physical Back-up</p> <p>6.2. Electronic Back-up</p> <p>6.3 External hard Drive</p> <p>6.4 Flash drive</p>
7. Waste and hazardous materials	<p><b>May include:</b></p> <p>7.1 Used tissues, cotton, and gauze</p> <p>7.2 Soiled linens, beddings</p> <p>7.3 Used gloves</p> <p>7.4 Used masks</p> <p>7.5 Used medical gowns</p>

## **EVIDENCE GUIDE**

1. Critical aspect of competencies	<p><b>Assessment required evidence that the candidate:</b></p> <p>1.1 Performed telediagnostic procedure based on doctor's instructions and manufacturer's operational manual.</p> <p>1.2 Performed after care activities</p> <p>1.3 Provided patient support as necessary</p> <p>1.4 Performed safety procedures using equipment, attachments and tools at all times</p> <p>1.5 Malfunctions and untoward events are recorded and reported to appropriate personnel.</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Live subject</p> <p>2.2 Equipment, attachments, tools, supplies and materials relevant to the activity to be performed</p> <p>2.3 Actual telediagnostic area with complete facilities</p>
3. Methods of Assessment	<p><b>Competency may be assessed through:</b></p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Direct observation</p> <p>3.3 Written test</p>

4. Context for Assessment	4.1 Competency may be assessed in telediagnostic area or simulated area 4.2 Assessment done during learners return demonstration
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**UNIT OF COMPETENCY : PERFORM TELEDIAGNOSTIC SERVICES IN EMERGENCY SITUATIONS**

**UNIT CODE : AB-HHC1381100321303**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to perform procedures to get vital signs, obtain patient information and transport patient to the nearest hospital.

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Get vital signs	1.1 Patient's <i>vital signs</i> and <i>history</i> of present illness are obtained during <i>emergency situations</i> 1.2 Patient's vital signs are recorded and saved 1.3 Patient's vital signs are obtained using the appropriate tools in accordance with established procedures	<b>Mathematics</b> 1.1 Fundamentals of vital signs 1.2 Normal ranges of vital signs according to age 1.3 Tools used in taking vital signs 1.4 Procedures of taking vital signs	1.1 Obtaining vital signs 1.2 Applying communications skills to ensure reassurance and comfort of patient
2. Obtain patient information	2.1 <i>Personal information</i> is obtained through interview 2.2 Personal information is	<b>Communication</b> 2.1 Various types of Communication 2.2 Therapeutic Communication Technique 2.3 History Taking	2.1 Communication skills (language) 2.2 Applying therapeutic communication skills 2.3 Interviewing skills

	<p>recorded and saved</p> <p>2.3 Patient is reassured and comforted during the interview in accordance with established procedure and guidelines</p>	<p>2.4 Techniques in performing patient's Interview</p>	
<p>3. Assist in the transport of patient to the nearest hospital</p>	<p>3.1 Hospital conduction procedure is established</p> <p>3.2 Patient is referred to appropriate <b>hospital personnel</b></p> <p>3.3 Patient is reassured and comforted during transportation in accordance with established procedure and guidelines.</p>	<p><b>Technology</b></p> <p>3.1 Hospital Conduction Procedure</p> <p>3.2 Standard procedures in proper handling and transporting of emergency patients.</p> <p>3.3 Patient care</p> <p>3.4 Hospital referral system</p>	<p>3.1 Handling patients</p> <p>3.2 Transporting patients</p> <p>3.3 Adherence to hospital referral system</p> <p>3.4 Communicating and endorsing to appropriate hospital personnel</p>

**RANGE OF VARIABLES**

VARIABLE	RANGE
1. Vital Signs	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>1.1 Temperature</li> <li>1.2 Pulse rate/ cardiac rate</li> <li>1.3 Respiratory rate</li> <li>1.4 Blood pressure</li> <li>1.5 Oxygen saturation</li> </ul>
2. History	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>2.1 History Taking</li> <li>2.2 Chief Complaint</li> <li>2.3 History of Present illness</li> <li>2.4 Other Signs and Symptoms</li> <li>2.5 Allergies</li> <li>2.6 Medication</li> <li>2.7 Past History</li> <li>2.8 Family history</li> <li>2.9 Past medical history</li> <li>2.10 Social history</li> <li>2.11 Last Meal/Timing</li> </ul>
3. Emergency situations	<p><b>May include but not limited to:</b></p> <ul style="list-style-type: none"> <li>3.1 Cardiovascular</li> <li>3.2 Respiratory</li> <li>3.3 Gastrointestinal</li> <li>3.4 Ob-Gyne</li> <li>3.5 Endocrine</li> <li>3.6 Nervous system (stroke, seizure, convulsion)</li> <li>3.7 Difficulty of breathing</li> <li>3.8 Shock (various causes)</li> <li>3.9 Cardiovascular diseases</li> <li>3.10 Trauma, all causes</li> <li>3.11 Pediatric</li> <li>3.12 Infection</li> </ul>
4. Personal Information	<p><b>May include:</b></p> <ul style="list-style-type: none"> <li>4.1 Demographic profile <ul style="list-style-type: none"> <li>4.1.1 Full Name</li> <li>4.1.2 Age</li> <li>4.1.3 Sex</li> <li>4.1.4 Status</li> <li>4.1.5 Nationality</li> <li>4.1.6 Religion</li> </ul> </li> </ul>



	4.1.7 Address
5. Hospital Personnel	<b>May include:</b> 5.1 Doctor 5.2 Nurses

## **EVIDENCE GUIDE**

1. Critical aspect of competencies	Assessment required evidence that the candidate: 1.1 Obtained vital signs based on established procedures 1.2 Obtained personal information 1.3 Transported to nearest medical facility based on hospital conduction procedure 1.4 Endorsed to appropriate hospital personnel utilizing referral system
2. Resource Implications	The following resources should be provided: 2.1 Live subject 2.2 Equipment, attachments, tools, supplies and materials relevant to the activity to be performed 2.3 Simulated emergency area
3. Methods of Assessment	Competency may be assessed through: 3.1 Demonstration with oral questioning 3.2 Direct observation 3.3 Written test
4. Context for Assessment	4.1 Competency may be assessed in telediagnostic area or simulated area 4.2 Assessment done during learners return demonstration

**UNIT OF COMPETENCY** : **PERFORM MAINTENANCE OF TELEDIAGNOSTIC TOOLS AND EQUIPMENT**

**UNIT CODE** : **AB-HHC1381100321304**

**UNIT DESCRIPTOR** : This unit covers the skills, knowledge and attitude required to conduct physical inventory of equipment and medical supplies with documentation, maintain telediagnostic facilities and equipment and organize health records.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Conduct physical inventory of equipment and medical supplies with documentation	1.1 All <b>equipment</b> and <b>medical supplies</b> are accounted for and recorded in accordance with inventory policies and procedures 1.2 All equipment and medical supplies are properly stored in designated safe locations in accordance with inventory policies and procedures 1.3 Medical supplies are properly disposed in accordance with disposal system	<b>Mathematics</b> 1.1 Inventory policies and Guidelines 1.2 Basic inventory methods of stored and used items 1.3 Record of equipment and medical supplies <b>Environmental Concerns</b> 1.4 Proper storage of medical supplies 1.5 Equipment and Medical Supplies 1.6 Designated places 1.7 Storage Procedures 1.1 Disposal system of used items	1.1 Implementing inventory policies, guidelines and protocols 1.2 Recording of equipment and medical supplies 1.3 Applying methods in storage of inventoried equipment, device, supplies and materials 1.4 Ensuring ready access to medical equipment 1.5 Safekeeping of equipment, devices, medical supplies, tools and materials
2. Maintain telediagnostic facilities and equipment	2.1 Telediagnostic Area is properly maintained in accordance with established	<b>Communication</b> 2.1 Guidelines and Protocols 2.2 Proper Storage 2.3 Basic inventory methods 2.4 List of available	2.1 Records Keeping 2.2 Implementing policies and guidelines 2.3 Regular updating of inventory records and data.

	<p>procedures</p> <p>2.2 Appropriate care is undertaken to ensure that the good state of equipment and medical supplies are carried out according to protocols</p> <p>2.3 Inventory of equipment, tools, materials and medical supplies is regularly done to ensure availability and easy access at all times</p>	<p>equipment, community resources, materials and medical supplies</p> <p><b>Environmental Concerns</b></p> <p>2.5 Barangay health center facility Guidelines and Protocols</p> <p><b>Mathematics</b></p> <p>2.6 Inventory procedures on medicines and medical equipment are regularly done</p>	<p>2.4 Recording of equipment and medical supplies</p> <p>2.5 Applying methods and techniques in storage of equipment</p> <p>2.6 Ensuring access to medical 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 Outdated or damaged records are properly disposed according to guidelines and protocol of record management system</p> <p>3.3 Records are strictly managed and kept in</p>	<p><b>Communication</b></p> <p>3.1 Office Protocols</p> <p>3.2 Records Management System</p> <p>3.3 Policies and Guidelines</p> <p><b>Environmental Concern</b></p> <p>3.4 Proper Disposal of records</p> <p><b>Technology</b></p> <p>3.5 Computer literacy</p>	<p>3.1 Medical Record Keeping</p> <p>3.2 Adherence to policies, guidelines and protocols</p> <p>3.3 Regular updating of records and data.</p> <p>3.4 Recording of equipment and medical supplies</p> <p>3.5 Ensuring access to medical records</p> <p>3.6 Basic computer skills</p>

	accordance with the data privacy act or RA 10173		
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### **RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Equipment	<b>May include:</b> 1.1 BP Apparatus 1.2 Pulse oximeter 1.3 ECG electrodes 1.4 Abdominal probe 1.5 Stethoscope 1.6 Multipurpose Camera
2. Medical Supplies	<b>May include:</b> 2.1 Lubricant Jelly/solution 2.2 Alcohol 2.3 Adhesives plasters (all sizes) 2.4 Disinfectant Wipes 2.5 Cotton/Cotton Balls
3. Records	<b>May include:</b> 3.1 Medical record 3.2 Electronic Medical Records (EMR) 3.3 External hard drives 3.4 Flash drives

### **EVIDENCE GUIDE**

1. Critical aspect of competencies	<b>Assessment requires evidence that the candidate:</b> 1.1 Conducted physical inventory of equipment and medical supplies 1.2 Maintained telediagnostic facilities and equipment, attachments and tools 1.3 Organized inventory and medical records
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Inventory and medical records 2.2 Medical supplies and materials 2.3 Telediagnostic equipment, attachments and tools 2.4 Manpower

3. Methods of Assessment	<b>Competency may be assessed through:</b> 3.1 Demonstration with oral questioning 3.2 Direct observation 3.3 Written test
4. Context for Assessment	4.1 Competency may be assessed in telediagnostic area or simulated area 4.2 Assessment done during learners return demonstration

## GLOSSARY OF TERMS

<b>1. 12 Lead ECG</b>	Used to check your heart's rhythm and electrical activity, alongside other tests to help diagnose and monitor conditions affecting the heart.
<b>2. Abdominal Probe</b>	The Abdominal USB Ultrasound Probe is perfect for OB, GYN or other internal examinations that require quick and easy access to high quality ultrasound images, for telemedicine applications.
<b>3. BLOOD LIPID</b>	This is used to measure the amount of good or bad cholesterol and triglycerides in your blood.
<b>4. Electro Cardiogram (ECG)</b>	An electrocardiogram (ECG or EKG) is a quick test to check the heartbeat. It records the electrical signals in the heart. Test results can help diagnose heart attacks and irregular heartbeats, called arrhythmias.
<b>5. GLUCOMETER (GLU, UA)</b>	A small, portable machine that is used to measure how much glucose (a type of sugar) is in the blood (also known as blood glucose levels).
<b>6. Hemoglobin analyzer (HB, HCT)</b>	Shows the concentration of hemoglobin in a blood or urine sample.
<b>7. Multi-purpose Camera with Lens</b>	Simplifies clinical telemedicine patient exams and workflow processes. This multi-function camera and medical scope system integrates directly with our AGNES Connect telemedicine platform, delivering a seamless integration to capture and streams your medical images to the remote provider.
<b>8. Non-Invasive Blood Pressure (NIBP)</b>	Used to record and measure adult blood pressure.
<b>9. Portable Teleclinic Case</b>	Integrated ruggedized tablet PC. HD Webcam & Speakerphone. Industrial grade USB ports to easily connect the medical devices. Integrated 6-8-hour battery with indicator, and added storage to safely store medical devices
<b>10. TEMP</b>	It's an instrument used to measure human temperature.
<b>11. Trans-Vaginal Probe</b>	The Trans-Vaginal Ultrasound Probe uses sound waves to "see" inside the body and create detailed images. The telemedicine applications that require a physical examination to evaluate the possible cause of abnormal bleeding, sources of

	unexplained pain, and to check for possible tumors or infections.
<b>12. Urine analyzer</b>	A device used to detect and quantify a number of analyses including bilirubin, protein, glucose, and red blood cells.
<b>13. USB Stethoscope</b>	The first digital stethoscope of its kind that provides a remote healthcare practitioner with live stethoscope sounds and the added functionality to adjust the audio frequency range and volume from their remote site.
<b>14. Vascular Probe</b>	The Vascular USB Ultrasound Probe is ideal for those applications where you need a quality image for the superficial areas of soft tissue including arteries and veins.
<b>15. WBC diff analyzer</b>	It measures the number of white blood cells (WBC) in your body and it determines the percentage of each type of white blood cell present in your blood. It can also detect immature white blood cells abnormalities.
<b>16. Weight and BMI</b>	It measures your weight and Body Mass Index (BMI). It's a way to measure/figure out your approximate level of body fat. It can help in determining, if a person has a healthy weight for their height.

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### THE TECHNICAL EXPERT PANEL (TEP)

**VINCENT ALFRANCIS G. MENDOZA,  
RN**

Northern Emergency Responds Team  
265 San Vicente Central Urdaneta City  
Pangasinan

**CHRISTIAN JEWEL P. BIMBO**

Dr. R.A Fernando School of Healthcare  
Technology Inc.  
General Trias, Cavite

**VERLA JEAN F. BUAQUIÑA, NMD-  
PhD;DrPH(hon)**

Dr. R.A Fernando School of Healthcare  
Technology Inc.  
Blk 5 Lot 17 Brown St. Venaville  
Grande Classic

**REYEL G. AMIT**

Dr. R.A Fernando School of Healthcare  
Technology Inc.  
#564 Vizcarra Street, Malibay, Pasay City,  
Philippines

**MARIO A. HONTIVEROS**

Dr. R.A Fernando School of Healthcare  
Technology Inc.  
Bayview Tower International Tower 1,  
Paranaque City

### NCR ABDD TVET FOCALS

**NELSON T. EFREN**

TESDA-PasMak  
TESDA Building 15, TESDA Complex  
East Service Road, South Luzon  
Expressway, Fort Bonifacio Taguig City

**EDEN F. TUGADE**

TESDA-National Capital Region  
Building 15, TESDA Complex  
East Service Road, South Luzon  
Expressway, Fort Bonifacio, Taguig City

**KRISTEL MARINE C. LABRADOR**

TESDA-PasMak  
TESDA Building 15, TESDA Complex  
East Service Road, South Luzon  
Expressway, Fort Bonifacio Taguig City