TRAINING REGULATIONS

CAREGIVING
(NEWBORN TO PRE-SCHOOLER) NC II

HUMAN HEALTH/HEALTH CARE SECTOR

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

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

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

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

1. Registration and delivery of training programs;
2. Development of curriculum and assessment instruments; and
3. Competency assessment and certification

Each TR has four sections:

Section 1   **Definition of Qualification** describes the qualification and defines the competencies that comprise the qualification.

Section 2   **Competency Standards** gives the specifications of competencies required for effective work performance.

Section 3   **Training Arrangements** contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.

Section 4   **Assessment and Certification Arrangements** describes the policies governing assessment and certification procedures.

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TRAINING REGULATIONS FOR
CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II

SECTION 1   DEFINITION OF QUALIFICATION

The **CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II** Qualification consists of competencies that a person must achieve to participate in the implementation and monitoring of newborn's care plan, perform caring skills for newborn, recognize newborn's growth and development, participate in the implementation and monitoring of infant's care plan, provide physical needs, care and support to infant, foster social, intellectual and emotional development of infant, participate in the implementation and monitoring of toddler's care plan, perform caring skills for toddler, recognize growth and development of toddler, participate in the implementation and monitoring of pre-schooler's care plan, perform caring skills for pre-schooler and recognize growth and development of pre-schooler.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace 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

Unit Code	COMMON COMPETENCIES
HHC532201	Implement and monitor infection control policies and procedures
HHC532202	Respond effectively to difficult/challenging behavior
HHC532203	Apply basic first aid
HHC532204	Maintain high standard of patient / client services

Unit Code	CORE COMPETENCIES
HHC532301	Participate in the implementation and monitoring of newborn's care plan
HHC532302	Develop the ability to recognize newborn's growth and development
HHC532303	Perform caring skills for newborn
HHC532304	Participate in the implementation and monitoring of infant's care plan
HHC532305	Provide physical needs, care and support to infant
HHC532306	Foster social, intellectual and emotional development of infant
HHC532307	Participate in the implementation and monitoring of toddler's care plan
HHC532308	Develop the ability to recognize toddler's growth and development
HHC532309	Perform caring skills for toddler
HHC532310	Participate in the implementation and monitoring of pre-schooler's care plan

| HHC532311 | Develop the ability to recognize pre-schooler's growth and development |
| HHC532312 | Perform caring skills for pre-schooler |

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

- ❑ Caregiver for Newborn (0-4 weeks)
- ❑ Caregiver for Infant (1 month to 1 year old)
- ❑ Caregiver for Toddler (1-3 years old)
- ❑ Caregiver for Pre-schooler (3-5 years old)

SECTION 2   COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II**.

BASIC COMPETENCIES

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

UNIT CODE   :   **400311210**

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

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	3.3 Gathering and providing information in response to workplace requirements 3.4 Applying Effective record keeping skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT

UNIT CODE : 400311211

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The *role and objective of the team* is identified from available *sources of information* 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available *sources of information* 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context* 3.3 Protocols in reporting are observed based on	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311212**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE : 400311213

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 ***Self-management strategies*** are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and ***unpleasant situation*** **i**n 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 setback and frustrations and other negative emotions and unpleasant situations in the workplace
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311214**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1 ***Opportunities for improvement*** are identified proactively in own area of work 1.2 ***Information*** are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea	1.1 Roles of individuals in suggesting and making improvements 1.2 Positive impacts and challenges in innovation 1.3 Types of changes and responsibility. 1.4 Seven habits of highly effective people	1.1 Identifying opportunities to improve and to do things better involvement 1.2 Identifying the positive impacts and the challenges of change and innovation 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 ***People who could provide input*** to ideas for improvements are identified 2.2 Ways of approaching people to begin sharing ideas are selected 2.3 Meeting is set with relevant people 2.4 Ideas for follow up are review and selected based on feedback 2.5 ***Critical inquiry method*** is used to discuss and develop ideas with others	2.1 Roles of individuals in suggesting and making improvements 2.2 Positive impacts and challenges in innovation 2.3 Types of changes and responsibility. 2.4 Seven habits of highly effective people	2.1 Identifying opportunities to improve and to do things better involvement 2.2 Identifying the positive impacts and the challenges of change and innovation 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people 3.2 Summarizing, analyzing and generalizing skills	3.1 Roles of individuals in suggesting and making improvements	3.1 Identifying opportunities to improve and to do things better involvement

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	are used to extract salient points in the pool of ideas 3.3 *Reporting skills* are likewise used to communicate results 3.4 *Current Issues and concerns* on the systems, processes and procedures, as well as the need for simple innovative practices are identified	3.2 Positive impacts and challenges in innovation 3.3 Types of changes and responsibility 3.4 Seven habits of highly effective people 3.5 Basic research skills	3.2 Identifying the positive impacts and the challenges of change and innovation 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility 3.4 Communicating ideas for change through small group discussions and meetings 3.5 Demonstrating skills in analysis and interpretation of data

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311216**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED 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 *Non-compliance work activities* are reported to *appropriate personnel*	3.1 OSH work standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations 3.5 Non-compliance work activities	3.1 Applying communication skills 3.2 Applying interpersonal skills 3.3 Applying troubleshooting skills 3.4 Applying critical thinking skills 3.5 Applying observation skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311217**

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

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

	are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel		3.4 Applying observation skills 3.5 Practicing environmental awareness

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE **: 400311218**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

2. Resource Implications	The following resources should be provided:
	2.1 Simulated or actual workplace
	2.2 Tools, materials and supplies needed to demonstrate the required tasks
	2.3 References and manuals
	      2.3.1 Enterprise procedures manuals
	      2.3.2 Company quality policy

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

COMMON COMPETENCIES

UNIT OF COMPETENCY	: **IMPLEMENT AND MONITOR INFECTION CONTROL POLICIES AND PROCEDURES**
UNIT CODE	: **HHC532201**
UNIT DESCRIPTOR	: This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organization. This unit does not apply to a role with organization-wide responsibilities for infection control policy and procedure development, implementation or monitoring.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide information to the work group about the organization's infection control policies and procedures	1.1 Relevant information about the organization's infection control policy and procedures, and applicable *industry codes of practice* are accurately and clearly explained to the work group 1.2 Information about identified **hazards and the *outcomes of infection risk assessments*** is regularly provided to the work group 1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices	1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques 1.2 Concepts of mode of communication 1.3 Reporting, documentation and use of non-verbal and verbal communication 1.4 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 1.5 Respect for client's rights 1.6 Knowledge on the use of personal protective equipment 1.7 Basic knowledge on infectious diseases transmission 1.9 Principles of infection control 1.9.1 Frequent handwashing (WHO Standard)	1.1 Applying effective communication and interpersonal skills 1.1.1 Language competence and reading competence 1.1.2 Negotiating skills 1.1.3 Intra and interpersonal skills 1.2 Identifying mode of communication 1.3 Practicing communication skills with ease 1.4 Applying principles of infection control 1.5 Using PPE (Personal Protective Equipment) 1.6 Identifying transmission of infectious diseases 1.7 Implementing OSH, infection control, environmental and institutional rules, guidelines,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.9.2 Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) 1.10 Use of disinfectant 1.11 Observe "Social Distancing" 1.12 Stay at home as needed 1.13 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	policies and procedures 1.8 Operating equipment for operation 1.9 Reporting and documentation with accuracy
2. Integrate the organization's infection control policy and procedure into work practices	2.1 *Therapeutic communication* is applied to ensure implementation of infection control policy in the work place 2.2 *Infection control policies and procedures* are implemented based on established procedure 2.3 *Employer's coaching and support* ensures the individuals/teams are able to practice infection control procedures 2.4 *Safe work procedures* are adopted to reflect appropriate infection control practices in the work place 2.5 Employees are encouraged to report *hazardous and infectious risks* and to suggest improvement of infection control procedures	2.1 Use of verbal and non-verbal therapeutic communication 2.2 RA 11058 – OSH Law 2.3 RA 9008 – Ecological Solid Waste Management Act 2.4 RA 856 – Sanitation Code of the Phil. 2.5 Hazards and infectious risks 2.6 Appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) 2.7 Use of computer for documentation and reporting	2.1 Applying verbal and non-verbal communication 2.2 Implementing infection control policy and procedures 2.3 Coaching employees to ensure the practice of infection control 2.4 Adopting work procedures to reflect appropriate infection control practices 2.5 Encouraging employees to report hazards and risks in the work place 2.6 Recognizing suggestions of employees to improve infection control practices
3. Monitor infection control performance and implement	3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with	3.1 Reporting, documentation and use of non-verbal and verbal communication	3.1 Using personal protective equipment 3.2 Identifying transmission of

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

RANGE OF VARIABLES

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

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

4. Infection Control Policies and Procedures	May include: 4.1 Company's manual on infection control policies and procedures 4.2 COVID 19 infection control in your workplace 4.3 RA 11058 - OSH law 4.4 RA 9003 – Ecological Solid Waste Management
5. Employer's coaching and support	May include: 5.1 Provide a workplace free of hazards 5.2 Comply with OSH standard 5.3 Make sure employees have and use of safe tools and equipment and properly maintained 5.4 Use color code poster labels and signs to warn employees of potential hazards 5.5 Provide information that work areas, machinery and equipment are kept in a safe condition

VARIABLE	RANGE
	5.6 Provide information, training instructions and supervisions of employees so they can work safely
	5.7 Provide new employees with specialized orientation training to help them become familiar with their new work environment
6. Safe work procedures	May include:
	6.1 DOLE manual
	6.2 OSH manual
	6.3 Company's rules and regulations manual
	6.4 Job description for each employees hand outs
	6.5 Workplace safety tips
	6.5.1 Health and safety company protocol about COVID 19
	6.5.1.1 Keep oneself healthy thru vaccine, vitamins and healthy tips style
	6.5.1.2 Maintain personal hygiene
	6.5.1.3 Environmental cleaning and decontamination
	6.5.1.4 Cover mouth when coughing and sneezing
	6.5.1.5 Hands off on your nose and mouth
	6.5.1.6 Frequent handwashing and use of disinfectant
	6.5.1.7 Wear, remove and dispose PPE properly
	6.5.1.8 Always disinfect working area
	6.5.1.9 Reducing contact by observing social distancing
	6.5.1.10 Observe isolation technique if you are sick to prevent spread of infection
	6.5.2 "Five S" in workplace, its purpose and benefits
	6.5.3 Follow safety procedures
	6.5.4 Don't take shortcuts
	6.5.5 Clear up
	6.5.6 Clear and organized area
	6.5.7 Emergency exit location
	6.5.8 Be alert on the job
	6.5.9 Take regular break
	6.5.10 Be vigilant
	6.5.11 F.A. box location
	6.5.12 Immediately report incident
	6.5.13 Safe and hygiene facilities including toilet, eating area and first aid with complete contents
7. Hazardous and infectious risks	May include:
	7.1 Categories of hazard
	7.1.1 Safety
	7.1.2 Health
	7.1.3 Environment
	7.2 Classes of hazard
	7.2.1 Natural
	7.2.2 Man made
	7.2.2 Technology
	7.2.3 Behavior/attitude
	7.3 Specific hazard

VARIABLE	RANGE

	7.3.1 Mechanical
	7.3.2 Chemical
	7.3.3 Physical
	7.3.4 Biological
	7.3.5 Psychological
	7.4 Risks in the workplace
	    7.4.1 Corona virus – accommodating high risk employee returning to work
	    7.4.2 Ergonomics
	    7.4.3 Risk examples
	        7.4.3.1 Health risk (smoking)
	        7.4.3.2 Exposure to computer
	        7.4.3.3 Working at height
	        7.4.3.4 Hazardous substances exposure
	        7.4.3.5 Slips and trips
	        7.4.3.6 Strain, sprain and pain
	7.5 Adapt best practices in the workplace
	    7.5.1 Provide clear expectations
	    7.5.2 Give people the opportunity to use their skills
	    7.5.3 Encourage people to contribute ideas and get involved in decision making
	    7.5.4 Reward effort
	    7.5.5 Stay committed
	    7.5.6 Hold regular meetings
	    7.5.7 Seek cultural cohesiveness

8. Infection control standards	May include: 8.1 Goals of infection control policy 8.2 Basic infection control 8.3 Main universal precautions 8.4 Standard infection control precautions 8.5 WHO infection prevention and control 8.6 Data analysis

9. Designated personnel	May include:
	9.1 Medical team of the company or agency
	9.2 Support group
	    9.2.1 Manager
	    9.2.2 Infection Control Coordinator
	    9.2.3 Quality Improvement Coordinator
	    9.2.4 Infection Control Committee
	    9.2.5 Occupational Health and Safety Committee

10. Aggregate infection control information	May include: 10.1 Records of needle stick injuries 10.2 Hospital-acquired infection rates 10.3 DOH healthcare standards clinical indicators 10.4 HACCP (Hazards Analysis Critical Control Point) records 10.5 Hazard reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate 1.1. Communicated with team and individuals on organizational policy and procedures for infection control 1.2. Applied infection control policies and procedures which impact on work processes of the specific work unit 1.3. Applied procedures for adopting appropriate infection practices within work unit 1.4. Demonstrated appropriate handwashing technique 1.5. Demonstrated the ability to appropriately wear, remove and dispose PPE (Personal Protective Equipment) 1.6. Provided appropriate supervision of work group
2. Resource Implications	The following resources should be provided: 2.1. Workplace infection control and health and safety policies and procedures 2.2. Waste management procedures 2.3. Food safety procedures 2.4. Other organizational policies and procedures 2.5. Duties statements and/or job descriptions
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Observation 3.2. Interview 3.3. Portfolio 3.4. Demonstration with questioning
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : **HHC532202**

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

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

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

RANGE OF VARIABLES

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

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

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

EVIDENCE GUIDE

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

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

UNIT CODE : **HHC532203**

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE

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

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

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

VARIABLE	RANGE

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

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

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

VARIABLE	RANGE

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

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

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

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

VARIABLE	RANGE
	10.1.4.4 Time when last taken 10.1.5 Past history of casualty's medical condition 10.1.6 Last oral intake, last meal, drink or medication taken prior to accident 10.1.7 Events leading to injury or illness

11 Physical examination	May include:
	11.1 Begin care and assessment in the order of importance:
	  11.1.1 A – Airway
	  11.1.2 B – Breathing
	  11.1.3 C – Circulation
	  11.1.4 D – Disabilities which includes mental status
	  11.1.5 E - Expose any body part that is fractured like extremities but still maintain casualty's privacy and dignity
	11.2 Techniques of physical examination
	  11.2.1 Inspection
	  11.2.2 Palpation
	  11.2.3 Auscultation
	  11.2.4 Percussion
	11.3 Examine the following:
	  11.3.1 D - Deformity
	  11.3.2 C - Contusion
	  11.3.3 A - Abrasion
	  11.3.4 P – Punctured
	  11.3.5 B – Bleeding and burns
	  11.3.6 T – Tenderness
	  11.3.7 L - Laceration
	  11.3.8 S – Swelling
	11.4 For casualty - fall from heights
	  11.4.1 Don't move the casualty
	  11.4.2 Wait for the paramedics
	  11.4.3 Keep the casualty calm and well ventilated

12 Vital signs	12.1 Baseline vital signs
	  12.1.1 Body temperature
	  12.1.2 Pulse rate
	  12.1.3 Respiratory rate
	  12.1.4 Blood pressure
	12.2 Assessment of pain
	  12.2.1 Use of pain scale

13 Incident report	13.1 Definition of term
	  13.1.1 Accident report
	  13.1.2 Incident report
	 13.2 Find the factor
	  13.2.1 Date, Time and specific location of incident
	  13.2.2 Name, job title and department of employee involved
	  13.2.3 Names and accounts of witness
	  13.2.4 Events leading up to incident
	  13.2.5 Exactly what the casualty was doing at the moment of incident

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

EVIDENCE GUIDE

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

| UNIT OF COMPETENCY | : | **MAINTAIN HIGH STANDARDS OF CLIENT SERVICES** |

| UNIT CODE | : | HHC532204 |

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		equipment needed for communication (computer, cell phone, and other forms of media)	includes using available resources while prioritizing workload 1.12 Dealing with conflict 1.13 Working with others and displaying empathy with client and relatives 1.14 Demonstrating intra and interpersonal skills 1.15 Reporting and documentation with accuracy
2. Establish and maintain good interpersonal relationship with clients	2.1 Rapport is established to ensure the service is appropriate to and in the best interests of *clients* 2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service 2.3 Client concerns and needs are correctly identified and responded to responsibly and accordingly established procedures and guidelines 2.4 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best client service outcomes	2.1 Reporting, documentation and use of non-verbal and verbal communication 2.2 Management of conflict 2.3 Knowledge on cultural differences of client including rules and policies as necessary 2.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 2.5 Institutional policy on client rights and responsibilities 2.6 Concepts on modes of communication 2.7 Knowledge on the use of equipment 2.8 Knowledge on operating of equipment needed for communication (computer, cell	2.1 Identifying the mode on communication appropriate for the situation 2.2 Applying modes of communication 2.3 Operating equipment of communication needed 2.4 Establishing and maintaining relationships, taking into account individual differences 2.5 Following the instructions and guidance of health professionals involved with the care of client 2.6 Respecting for client rights 2.7 Using effective listening techniques 2.8 Using appropriate verbal and non-verbal

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			3.9 Using oral and written communication 3.10 Working with others and displaying empathy with client and relatives 3.11 Applying conflict management skills 3.12 Demonstrating intra and interpersonal skills 3.13 Reporting and documentation with accuracy
4. Evaluate own work to maintain a high standard of client service	4.1 Advice and assistance are received or sought from appropriate sources on own *performance* 4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of client support	4.1 Reporting, documentation and use of non-verbal and verbal communication 4.2 Concepts on modes of communication 4.3 Knowledge on evaluation and analysis of work performance	4.1 Identifying the mode on communication appropriate for the situation 4.2 Applying modes of communication 4.3 Identifying standards for work procedures 4.4 Implementing standards for work procedures 4.5 Maintaining standards for work procedures 4.6 Demonstrating intra and interpersonal skills 4.7 Reporting and documentation

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication	May include: 1.1. English/Tagalog/vernacular 1.2. Sign language 1.3. Through an interpreter 1.4. Community language as required by the service / organization
2. Clients	May include: 2.1. Clients 2.2. Prospective clients to the service or services 2.3. Clients may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies
3. Respect for difference	May include: 3.1 Physical 3.2 Cognitive/mental or intellectual issues that may impact on communication 3.3 Cultural and ethnic 3.4 Religious/spiritual 3.5 Social 3.6 Age 3.7 Language literacy and numeracy abilities 3.8 Sexuality and sexual preference
4. Confidentiality and privacy of clients	May include: 4.1 Fees 4.2 Health fund entitlements 4.3 Welfare entitlements 4.4 Payment Method and records 4.5 Public environments 4.6 Legal and ethical requirements 4.7 Writing details ie medical and consent forms 4.8 Conversations on the telephone 4.9 Secure location for written records 4.10 Offering a private location for discussions 4.11 Information disclosed to an appropriate person consistent with one's level of responsibility

5. Others with whom interaction is required in regard to client services	May include:
	5.1 Other staff and team members
	5.2 Service units or departments
	5.3 Family members, careers and friends of clients
	5.4 Professional representatives or agents of clients such as:
	    5.4.1 Medical specialists
	    5.4.2 Nurses
	    5.4.3 Social workers
	    5.4.4 Dietitians
	    5.4.5 Therapists
	    5.4.6 Allied health professionals
	    5.4.7 Volunteers
	    5.4.8 Teachers and/or spiritual

VARIABLE	RANGE
	5.4.9 Community 5.5 General public
6 Modes of communication:	May include: 6.1 Continuing interaction with clients 6.2 Verbal conversations either in person or via telephone 6.3 Written notes by post or electronic media 6.4 Worker, family member friend or professional interpreter who has relevant languages
7 Performance monitoring	May include: 7.1 Self- assessment and monitoring 7.2 Supervisor assessment 7.3 Client feedback 7.4 Co-workers' feedback / peer evaluation

EVIDENCE GUIDE

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

CORE COMPETENCIES

UNIT OF COMPETENCY : **PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF NEWBORN'S CARE PLAN**

UNIT CODE : **HHC532301**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to implement, monitor and provide support care within the care plan developed for the newborn (0 to 4 weeks).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine support needs and care for newborn	1.1 Details of *legal and ethical aspects of health care* is identified according to established standard 1.2 Details of the activity *care plan* is confirmed with parents, doctor and nurse based on approved care plan 1.3 Support activities are prepared according to the newborn's approved care plan 1.4 Parents' roles and responsibilities in the care of newborn are identified based on approved care plan 1.5 Caregiver's own roles and responsibilities in newborn care is interpreted and clarified according to approved care plan	1.1 Therapeutic Communication with parents, doctor and nurse 1.2 Legal and ethical standards of health care 1.3 Care plan 1.4 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bound, Evaluate, Re-evaluate approach to care plans 1.5 Roles and responsibilities of caregiver, parents and other health care workers	1.1 Using therapeutic communication 1.2 Applying legal and ethical standards of health care 1.3 Confirming care plan details of newborn 1.4 Collaborating with other health care workers 1.5 Identifying parent's role and responsibilities 1.6 Interpreting caregiver's roles and responsibilities 1.7 Planning action and management
2. Provide and monitor support services and activities	1.1 Support is provided and monitored based on the care plan 1.2 The newborn's family is recognized and respected as part of the *support team* based on established procedure 1.3 Assistance is provided to maintain a clean, safe and healthy	2.1 Therapeutic communication with the parents, doctor and nurse 2.2 OHS Law (RA 11058) Safe and healthy environment 2.3 Ergonomics 2.4 Legal and regulatory requirements in care plan implementation 2.5 Principle of "Duty of Care"	2.1 Using therapeutic communication techniques 2.2 Applying decision making skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	environment based on established procedures 1.4 Assistance is sought when it is not possible to provide appropriate support based on care plan	2.6 Personal hygiene 2.7 Infection control principles	
3. Provide daily records and reports	3.1 **Documentation** is maintained based on established procedures 3.2 **Potential or actual risk** is identified and responded within scope of own role and report to appropriate person as required based on care plan 3.3 Endorsement is applied based on established procedure 3.4 Information is stored in accordance with the established procedures	3.1 Confidentiality of records and reports 3.2 Documentation and reports 3.3 Legal and work setting requirements for recording information and producing reports 3.4 Appropriate endorsement procedure 3.5 Privacy Act (RA 11073) 3.6 Principles of risk management 3.7 Computer for documentation	3.1 Applying interpersonal skills 3.2 Demonstrating keen attention to details 3.3 Demonstrating good documentation skills 3.4 Using of computer 3.5 Following endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Legal and Ethical Aspects of Health Care	May include:
	1.1 Legal
	    1.1.1 Legal standard
	1.2 Ethics
	    1.2.1 Ethical standard
	1.3 Respect
	    1.3.1 Life
	    1.3.2 Client / individual
	1.4 Theft
	1.5 Defamation
	1.6 Tipping
	1.7 Negligence
	1.8 Malpractice
	1.9 Assault
	1.10 Battery
	1.11 Invasion of privacy
	1.12 Sexual harassment
	1.13 Verbal harassment
	1.14 Role
	    1.14.1 Independent caregiver's role
	    1.14.2 Dependent caregiver's role
	    1.14.3 Interdependent caregiver's role
	1.15 Responsibility / responsibilities
	    1.15.1 Self
	    1.15.2 Client
	    1.15.3 Family members

2. Care Plan	May include: 2.1 Activity care plan 2.2 Client's chart 2.3 Caregiver's plan based on activity care plan done by doctor or nurse and parents 2.4 Risk management plan

3. Support Team	May include
	3.1 Newborn's parents
	    3.1.1 Family members
	3.2 Health care team members
	    3.2.1 Doctors
	    3.2.2 Nurses
	    3.2.3 Caregivers

4. Documentation	May include:
	4.1 Principles and guidelines for quality documentation and recording
	    4.1.1 Factual
	    4.1.2 Accurate
	    4.1.3 Complete
	    4.1.4 Current
	    4.1.5 Organized
	    4.1.6 Timely
	    4.1.7 Comprehensive

		4.2 Assessment report
		4.3 Endorsement report
		4.4 Caregiver support plan / care plan
5	Potential or Actual Risk	May include:
		5.1 Safety hazards
		5.2. Newborn abuse, harm and injury
		5.3 Health care infections
		5.4 Loss of confidentiality
		5.5 Legal risks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Used individualized activity care plan as the basis of support
	1.2 Active participation that enables caregiver to communicate the preferences and needs of her client
	1.3 Applied workplace communication techniques with other workers and health professionals
2. Resource Implications	The following resources should be provided:
	2.1 Appropriate Work environment
	2.2 Tools, Materials and Equipment
	2.3 Relevant text or manuals
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1. Demonstration and oral questioning
	3.2. Observation with questioning
	3.3. Interview
4. Context of Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : DEVELOP THE ABILITY TO RECOGNIZE NEWBORN'S GROWTH AND DEVELOPMENT

UNIT CODE : HHC532302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to recognize growth and development with regards to social, intellectual and emotional development of newborn (0 to 4 weeks).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance social, intellectual and emotional development of the newborn	1.1 ***Distressed newborn*** is responded with ***appropriate methods, activities and non-verbal cues*** based on stages and growth and development 1.2 Newborn is exposed to family members and relatives for ***communication and interaction purposes*** in accordance with stages of growth and development 1.3 Nursery Rhyme songs are introduced to newborn as needed based on standard procedure	1.1 Stages of Growth and Development of the Newborn 1.2 Theories of growth and development of Sigmund Freud, Erik Erikson and Jean Piaget	1.1 Applying appropriate carrying and cuddling of the newborn 1.2 Applying communication and interaction purposes
2 Help newborn feels secure and develop trust	2.1 Newborn is carried and cuddled as needed in accordance with prescribed procedure 2.2 Personal needs of the newborn are attended as necessary 2.3 Newborn is nurtured shown through carrying/cuddling as needed based on standard procedure 2.4 Newborn is greeted with smiles based on standard procedure	2.1 Stages of Growth and Development of the Newborn 2.2 Theories of growth and development of Erik Erikson	2.1 Applying appropriate carrying and cuddling of the newborn 2.2 Attending to the needs of the newborn 2.3 Applying nurtured attitude
3 Provide daily reports of the newborn's development	3.1 ***Documentation*** of the observation of the social, intellectual and emotional	3.1 Appropriate documentation of the observations of the social, intellectual	3.1 Applying documentation and reporting skills 3.2 Using of forms

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	development of the newborn is prepared based on stages of growth and development 3.2 Appropriate documentation and reporting are applied based on established procedure 3.3 Appropriate form is used based on established procedure 3.4 Endorsement is applied based on established procedure 3.5 Documentation report is stored in accordance with established procedure	and emotional development 3.2 Appropriate documenting and reporting procedures 3.3 Appropriate use of forms 3.4 Computer for documentation 3.5 Appropriate endorsement procedure	3.3 Using of computer 3.4 Applying endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1.Distressed Newborn	May include:
	   1.1 Crying
	      1.1.1 Hungry
	      1.1.2 Discomfort
	      1.1.3 Fear
	   1.2 Clinging behavior
	   1.3 Not playing

2. Appropriate Methods or Activities	May include:
	   2.1 Cuddling
	   2.2 Comforting
	   2.3 Holding
	   2.4 Smiling
	   2.5 Playing
	   2.6 Distraction to an activity
	   2.7 Listening to the Nursery Rhymes
	   2.8 Finger games

3. Non-verbal Cues	May include:
	   3.1 Smiling
	   3.2 Response to an interesting activity
	   3.3 Cues that express a desire to engage in an activity of interaction
	   3.4 Cues to indicate distress

4	Communication and Interaction	May include:
		    4.1 Greet with a smile
		    4.2 Acknowledge with enthusiasm
		    4.3 Talk to a newborn
		    4.4 Sing a song to a newborn

5	Documentation	May include:
		5.1 Principles and guidelines for quality documentation and recording
		    5.1.1 Factual
		    5.1.2 Accurate
		    5.1.3 Complete
		    5.1.4 Current
		    5.1.5 Organized
		    5.1.6 Timely
		    5.1.7 Comprehensive
		5.2 Assessment report
		5.3 Endorsement report
		5.4 Caregiver support plan / activity care plan

EVIDENCE GUIDE

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Enhanced the social, intellectual, creative and emotional activities of the newborn 1.2 Helped newborn felt secure and developed trust 1.3 Applied nurtured attitude 1.4 Provided the daily report of newborn's development to appropriate personnel
2.	Resource Implications	The following resources must be provided with: 2.1 An appropriate child care work place 2.2 Facilities, equipment and materials relevant to the unit of competency 2.3 Relevant textbooks or manuals 2.4 Relevant paper-based assessment instruments 2.5 Appropriate assessment venue
3.	Method of Assessment	Competency may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Observation with questioning
4.	Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **PERFORM CARING SKILLS FOR NEWBORN**

UNIT CODE : **HHC532303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to perform the daily care needs of the newborn with the framework of the approved care plan.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide safety of the newborn at all times	1.1 ***Principles of infection control*** is observed based on established procedure 1.2 ***Umbilical cord*** is assessed in accordance with established procedure 1.3 ***Safe environment*** of the newborn is provided based on established procedure 1.4 ***Techniques in carrying/cuddling*** newborn is observed in accordance with established procedure 1.5 Appropriate ***sleeping position*** is followed based on established procedure 1.6 ***Newborn screening test*** is advised to parents based on standard procedure 1.7 ***Immunizations' minor side effects*** are properly assessed in accordance with established procedure	1.1 Proper handwashing technique 1.2 Assessment of umbilical cord 1.3 Carrying/cuddling techniques of newborn 1.4 Swaddling of the newborn 1.5 Cord care dressing 1.6 Appropriate newborn's room temperature, safety and cleanliness 1.7 Use of hairnet, mask and gloves 1.8 Disinfectant 1.9 Republic Act 9288 (Newborn Screening Act) 1.10 Newborn screening test 1.11 Compulsory Immunization of Newborn & Children (PD 996)	1.1 Applying appropriate handwashing technique 1.2 Assessing umbilical cord 1.3 Applying appropriate cord care dressing 1.4 Applying appropriate carrying/cuddling technique of the newborn 1.5 Applying swaddling technique 1.6 Maintaining newborn's room environment 1.7 Using of hairnet, mask and gloves as needed 1.8 Using of disinfectant 1.9 Advising parents about newborn screening test 1.10 Assessing properly the immunizations' side effects
2. Feed newborn at regular schedule	2.1 Mothers are encouraged to breastfeed newborn as needed according to ***WHO guidelines and Philippine Laws*** 2.2 ***Breastfeeding positions*** are followed in accordance with established procedures	2.1 Milk formula preparation 2.2 WHO Exclusive Breastfeeding Act 2.3 R.A. 10028 – Expanded Breast-Feeding Act (Phil Law) 2.4 E.O.51 – Milk Code (Phil Law)	2.1 Applying appropriate handwashing technique 2.2 Teaching mother appropriate breastfeeding techniques and position 2.3 Teaching mother the appropriate

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 *Safety practices* on feeding newborn are followed based on established procedure 2.4 *Milk formula and feeding* are prepared based on prescribed procedures 2.5 Milk intake of newborn is noted as per requirement based on standard procedure. 2.6 *Techniques in burping* newborn are observed in accordance with established procedure	2.5 Benefits of breastmilk 2.6 Appropriate handwashing technique 2.7 Appropriate cleaning of mother's breast before feeding the newborn 2.8 Appropriate breast-feeding position 2.9 Temperature of the milk formula 2.10 Appropriate care of feeding bottles, nipples and other utensils 2.11 Appropriate feeding position 2.12 Appropriate techniques in burping the newborn 2.13 Nutritional requirements of the newborn	cleaning of mother's breast before feeding 2.4 Following sterilization procedures 2.5 Following milk formula preparation procedure 2.6 Following appropriate positioning of the newborn while feeding 2.7 Applying appropriate burping techniques 2.8 Cleaning and sterilizing of feeding bottles, nipples and other utensils 2.9 Following the nutritional requirements of newborn
3. Bathe and dress newborn	3.1 *Bathing paraphernalia* are prepared in accordance with established procedure 3.2 Newborn is prepared for bathing based on established *bathing procedure* 3.3 *Vital Signs* are checked based on established procedure 3.4 *Vital signs kit* is used in accordance with established procedure 3.5 Newborn is dressed after bath based on established procedure 3.6 *Comforters* are made available to the newborn when needed based on standard procedure	3.1 Paraphernalia needed for bathing. 3.2 Vital signs kit 3.3 Appropriate techniques in taking the vital signs 3.4 Bathing procedure for the newborn 3.5 Newborn's dress paraphernalia 3.6 Newborn's comforter 3.7 Use of vital signs kit 3.8 Use of kitchen countertop	3.1 Preparing the paraphernalia for bathing 3.2 Using of vital signs kit 3.3 Checking the vital signs 3.4 Using kitchen countertop 3.5 Applying bathing procedure techniques for the newborn 3.6 Changing of dress / clothes 3.7 Swaddling the newborn as needed 3.8 Applying proper use of the comforter
4. Change diaper as needed	4.1 *Supplies for diaper changing* are prepared as needed	4.1 Sanitation Code of the Philippines (PD 856)	a. Following safety precautions in changing diaper

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on standard procedure 4.2 Safety of the newborn while changing diaper is observed based on established procedure 4.3 **Procedure in changing diaper** is applied in accordance with established procedure 4.4 Newborn's **skin is assessed** in accordance with established procedure 4.5 Newborn's **urine and stool** are assessed as needed in accordance with established procedure 4.6 Proper **disposal of used diaper** must be observed based on waste management protocol	4.2 Ecological Solid Waste Management Act (RA 9003) 4.3 Different supplies needed for changing diaper 4.4 Safety precautions in handling the newborn 4.5 Importance of frequent changing of the diaper 4.6 Normal state of the urine and stool 4.7 Complications of infrequent changing of the diaper	b. Applying appropriate procedure in changing diaper c. Assessing newborn's skin integrity d. Determining normal urine and stool e. Following appropriate waste disposal
5. Keep newborn clean at all times	5.1 Diaper is checked frequently as needed based on standard procedure 5.2 Newborn clothes are changed and washed as needed based on established procedure 5.3 "Spit up" is wiped as needed based on standard procedure 5.4 Linens and pillow cases are changed and washed as needed based on standard procedure 5.5 Newborn's room and crib is prepared based on established procedure	5.1 Appropriate hygiene for newborn 5.2 Importance of frequent changing of the diaper 5.3 Complications of infrequent changing of the diaper 5.4 Different supplies needed	5.1 Applying appropriate hygiene procedure 5.2 Applying appropriate ways in changing diaper 5.3 Following safety precautions in changing diaper 5.4 Following appropriate waste disposal
6. Provide daily report of the newborn's development	6.1 Documentation of the observation is prepared based on stages of growth and development 6.2 Documentation of the observation of the	6.1 Documenting and reporting procedures 6.2 Use of forms 6.3 Appropriate endorsement procedure	6.1 Applying documentation and reporting skills 6.2 Using of forms 6.3 Using of computer

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	appearance of the umbilical cord based on established procedure 6.3 Documentation on the intake of the newborn is noted as per requirement based on standard procedure 6.4 Documentation of the vital signs is noted based on established procedure 6.5 Documentation of the assessment of the newborn's urine and stool are noted in accordance with established procedure 6.6 Endorsement is followed based on established procedure 6.7 Documentation report is stored in accordance with established procedure	6.4 Computer for documentation	6.4 Following endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Principles of infection control	May include:
	1.1 Appropriate hand washing technique (WHO guidelines)
	1.2 Use of PPE (Personal Protective Equipment)
	    1.2.1 mask
	    1.2.2 gloves
	    1.2.3 hairnet
	    1.2.4 lab gown
	    1.2.5 scrub suit
	1.3 Steps in proper wearing and disposal of gloves, gown and mask
	1.4 Steps in proper use of disinfectant
	1.5 Observe "social distancing"
	1.6 Staying at home as needed

2. Umbilical Cord Assessment	May include:
	2.1 Observations of the appearance of the cord
	    2.1.1 Dry
	    2.1.2 Color
	    2.1.3 Discharge
	    2.1.4 unusual smell/odor
	2.2 Appropriate care of the umbilical cord

3 Safe environment	May include: 3.1 Appropriate room temperature 3.2 Cleanliness of the crib and room 3.3 Crib free of big pillows, stuffed toys and linens
4 Techniques in carrying /cuddling	May include: 4.1 Lap hold 4.2 Belly hold 4.3 Shoulder hold 4.4 Football hold 4.5 Face to face hold 4.6 Cradle hold
5 Sleeping position	May include: 5.1 Supine
6 Newborn Screening Test	May include: 6.1 Republic Act 9288 (Newborn Screening Act)

7 Immunizations and Minor Side Effects	May include:
	7.1 Types
	    7.1.1 BCG (Bacille Calmette Guerin)
	    7.1.2 Hep B (Hepatitis B)
	7.2 Minor side effects
	    7.2.1 Small red area at the injection site
	    7.2.2 Pain at the injection site
	    7.2.3 Swollen lymph nodes
	    7.2.4 Fever
	    7.2.5 Vomiting

8 WHO guidelines and Philippine Laws	May include: 8.1 WHO Guidelines on breastfeeding 8.1.1 WHO Exclusive Breastfeeding Act

VARIABLE	RANGE
	8.1.2 R.A. 10028 (Expanded Breast feeding Act) (Phil. Law) 8.1.3 E.O. 51 (Milk Code) (Phil. Law)
9 Breastfeeding positions	May include: 9.1 Cradle hold 9.2 Cross-cradle hold 9.3 Football hold 9.4 Lying down
10 Safety practices	May include: 10.1 Appropriate hand washing technique 10.2 Newborn's personal hygiene 10.3 Cleaning and sterilization of feeding paraphernalia 10.4 Observation of sterile technique for feeding bottles and nipples 10.5 Use of crib's side rail 10.6 Use of disinfectant
11 Milk Formula preparation and feeding	May include: 11.1 Sterile feeding bottle 11.2 Sterilized / Distilled Water 11.3 Milk formula 11.4 Water temperature 11.5 Appropriate feeding position 11.6 Bibs or small towel
12 Burping techniques	May include: 12.1 Over the shoulder burp 12.2 Over the lap burp 12.3 Over the arm burp
13 Bathing paraphernalia	May include: 13.1 Tympanic thermometer 13.2 Alcohol 13.3 Cotton Balls 13.4 Newborn's toiletries (hypoallergenic soap, shampoo) 13.5 Towels 13.6 Newborn's bath tub 13.7 Basins 13.8 Newborn's layettes 13.9 Newborn diaper
14 Bathing procedure	May include: 14.1 Determining newborn's body temperature 14.2 Assessing newborn's umbilical cord 14.3 Ensuring safety of the newborn 14.4 Quantity of water 14.5 Temperature of water 14.6 Appropriate bathing procedure 14.7 Performing newborn's massage 14.8 Dressing the newborn

15 Vital Signs and Kit	May include
	15.1 Vital signs
	        15.1.1 Body Temperature
	        15.1.2 Apical heart rate

VARIABLE	RANGE

	15.1.3 Respiratory rate
	15.2 Vital signs kit
	      15.2.1 Tympanic Thermometer
	      15.2.2 Stethoscope
	      15.2.3 Canister with cotton balls
	      15.2.4 Alcohol
	      15.2.5 Cotton balls receptacle
	      15.2.6 Wrist watch with second hand

16 Comforters	May include: 16.1 Blankets 16.2 Flannels
17 Supplies for diaper changing	May include: 17.1 Newborn's diaper 17.2 Wet wipes 17.3 Cotton balls 17.4 Alcohol 17.5 Newborn's Clothes 17.6 Newborn's rubber sheet/ under pad

18 Skin assessment	May include:
	18.1 Observations of the skin
	      18.1.1 Physiological changes (e.g. jaundice)
	      18.1.2 Rashes
	      18.1.3 Paleness
	      18.1.4 Cyanosis

19 Procedure in changing diaper	May include: 19.1 Appropriate handwashing technique 19.2 Appropriate procedure in changing diaper 19.3 Observe safety in changing diaper 19.4 Appropriate disposal of used diaper

20 Urine and Stool assessment	May include:
	 20.1 Observations of the appearance of the urine and stool
	      20.1.1 Color
	      20.1.2 Amount
	      20.1.3 Consistency
	      20.1.4 Unusual smell/odor

21 Waste disposal	May include:
	 21.1 PD 856 Sanitation Code of the Philippines
	 21.2 RA 9003 Ecological Solid Waste Management Act
	      21.2.1 Reuse
	      21.2.2 Reduce
	      21.2.3 Recycle

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Applied handwashing procedure 1.2 Demonstrated the ability to assess the condition of the newborn 1.3 Demonstrated the ability to assess the newborn's umbilical cord 1.4 Prepared milk formula and fed newborn as prescribed 1.5 Cleaned and sterilized feeding bottles, nipples and other utensils 1.6 Took and recorded vital signs 1.7 Bathed newborn 1.8 Undressed and dressed newborn 1.9 Prepared bathing paraphernalia 1.10 Changed diaper 1.11 Demonstrated the ability to assess newborn's needs appropriately 1.12 Provided safety to the newborn 1.13 Provided daily report of newborn's development to appropriate personnel 1.14 Completed tasks in set time frame
2. Resource Implications	The following resources must be provided with: 2.1 Appropriate newborn care work place 2.2 Appropriate facilities, equipment and materials relevant to the unit of competency 2.3 Relevant textbooks or manuals 2.4 Relevant paper-based assessment instruments 2.5 Appropriate assessment venue
3. Methods of Assessment	Competency may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Observation with questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF INFANT'S CARE PLAN**

UNIT CODE : **HHC532304**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to implement, monitor and provide support care within the care plan developed for the infant (1 month to 1 year old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine support needs and care for infant	1.1 ***Details of legal and ethical aspects of health care*** is identified according to established standard 1.2 Details of the ***care plan*** is confirmed with parents, doctor and nurse based on approved care plan 1.3 Support activities are prepared according to the infant's approved care plan 1.4 Parents' roles and responsibilities in the care of infant are identified based on approved care plan 1.5 Caregiver's own roles and responsibilities in infant care are interpreted and clarified according to approved care plan	1.1 Therapeutic communication with parents, doctor and nurse 1.2 Legal and ethical standards of health care 1.3 Care plan 1.4 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bound, Evaluate, Re-evaluate approach to care plans 1.5 Roles and responsibilities of caregiver, parents and other health care workers	1.1 Applying therapeutic communication 1.2 Applying legal and ethical standards of health care 1.3 Confirming care plan details of infant 1.4 Collaborating with other health care workers 1.5 Identifying parent's role and responsibilities 1.6 Interpreting caregiver's roles and responsibilities 1.7 Planning of action and management
2. Provide and monitor support services and activities	2.1 Support is provided and monitored based on the approved care plan 2.2 The infant's family is recognized and respected as part of the ***support team*** based on established procedure 2.3 Assistance is provided to maintain a clean, safe and healthy environment based on established procedures	2.1 Therapeutic communication with the parents, doctor and nurse 2.2 OHS Law (RA 11058) 2.3 Safe and Healthy Environment 2.4 Ergonomics 2.5 Legal and regulatory requirements in care plan implementation 2.6 Principle of "Duty of Care" Personal hygiene 2.7 Infection control	2.1 Applying therapeutic communication techniques 2.2 Applying decision making skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Assistance is sought when it is not possible to provide appropriate support based on approved care plan	principles	
3. Provide daily records and reports	3.1 *Documentation* is maintained based on established procedures 3.2 *Potential or actual risk* is identified and responded within scope of own role and report to appropriate person as required based on approved care plan 3.3 Endorsement is followed based on established procedure 3.4 Information is stored in accordance with the established procedures	3.1 Confidentiality of records and reports 3.2 Documentation and Reports 3.3 Legal and work setting requirements for recording information and producing reports 3.4 Endorsement procedure 3.5 Privacy Act (RA 11073) 3.6 Principles of risk management 3.7 Computer for documentation	3.1 Applying interpersonal skills 3.2 Demonstrating keen attention to details 3.3 Demonstrating good documentation skills 3.4 Using of computer 3.5 Following endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Legal and Ethical aspects of health care	May include:
	1.1 Legal standard
	1.2 Ethical standard
	1.3 Respect
	    1.3.1 Life
	    1.3.2 Client/individual
	1.4 Theft
	1.5 Defamation
	1.6 Tipping
	1.7 Negligence
	1.8 Malpractice
	1.9 Assault
	1.10 Battery
	1.11 Invasion of privacy
	1.12 Sexual harassment
	1.13 Verbal harassment

2. Care Plan	2.1 Activity care plan 2.2 Client's chart 2.3 Caregiver's plan based on doctor/nurse/parents 2.4 Risk management plan

3. Support Team	May include
	3.1 Infant's parents
	    3.1.1 family members
	3.2 Health care team members
	    3.2.1 Doctors
	    3.2.2 Nurses
	    3.2.3 Caregivers

4. Documentation	May include:
	4.1 Principles and guidelines for quality documentation and recording
	    4.1.1 Factual
	    4.1.2 Accurate
	    4.1.3 Complete
	    4.1.4 Current
	    4.1.5 Organized
	    4.1.6 Timely
	    4.1.7 Comprehensive
	4.2 Assessment report
	4.3 Endorsement report
	4.4. Caregiver support plan / activity care plan

5. Potential or Actual Risk	May include: 5.1 Safety hazards 5.2. Infant abuse 5.3 Health care infections 5.4 Loss of confidentiality 5.5 Legal risks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Used individualized care plan as the basis of support
	1.2 Promoted a culture of active participation that enables individuals, key people and others to communicate their preferences and needs
	1.3 Applied workplace communication techniques with other workers and health professionals
2.Resource Implications	The following resources should be provided:
	2.1 Appropriate work environment
	2.2 Tools, materials and equipment
	2.3 Relevant text or manuals
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration and oral questioning
	3.2 Observation with questioning
	3.3 Interview
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **PROVIDE PHYSICAL NEEDS, CARE AND SUPPORT TO INFANT**

UNIT CODE : **HHC532305**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to provide care and support to infant (1 month to 1 year old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Observe safety in infant's care at all times	1.1 ***Principles of infection control*** is applied based on established procedure 1.2 ***Safe environment*** of infant is provided based on standard procedure 1.3 ***Techniques in carrying/cuddling*** infant is observed in accordance with established procedure 1.4 ***Immunizations' minor side effects*** are assessed in accordance with the doctor's advised 1.5 ***Common concerns and health problem***s are observed and managed based on stages of growth and development 1.6 ***Common accidents*** are avoided based on established procedure	1.1 Appropriate handwashing technique 1.2 Use of disinfectant 1.3 Appropriate carrying/cuddling of infant 1.4 Providing appropriate room temperature 1.5 Use of infant's rubber sheet / under pad 1.6 Use of hairnet, mask and gloves as needed 1.7 Stages of Growth and development 1.8 PD 996 Compulsory Immunization of Newborn and Children	1.1 Applying appropriate handwashing technique 1.2 Applying carrying/cuddling technique to infant 1.3 Assessing minor side effects of immunization 1.4 Observing and managing common concerns and health problems 1.5 Avoiding common accidents 1.6 Providing safety environment
2. Feed infant at regular schedule	2.1 Mothers are encouraged to breastfeed infant as needed according to ***WHO guidelines*** 2.2 ***Safety practices*** are observed based on established procedure 2.3 ***Milk formula preparation and feeding*** are based on prescribed procedures 2.4 ***Techniques in burping*** infant are observed in	2.1 WHO Exclusive Breastfeeding Act R.A. 10028 – Expanded Breast-Feeding Act (Phil Law) 2.2 E.O.51 – Milk Code (Phil Law) 2.3 Benefits of breastmilk 2.4 Appropriate handwashing technique 2.5 Appropriate cleaning of mother's breast before feeding	2.1 Teaching appropriate breastfeeding techniques to mother 2.2 Applying appropriate handwashing technique 2.3 Teaching mother the appropriate cleaning of breast before feeding infant

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with established procedure 2.5 ***Solid food is introduced*** according to age based on the stages of growth and development 2.6 Intake of infant is noted as per requirement based on standard procedure	2.6 Clean and sterilize feeding bottles, nipples and other utensils 2.7 Preparation of milk formula 2.8 Appropriate temperature of the milk formula 2.9 Appropriate feeding position 2.10 Nutritional requirements of infant 2.11 Techniques for feeding solid foods to infant 2.12 Appropriate techniques in burping the infant	2.4 Following sterilization procedure 2.5 Following milk formula preparation procedure 2.6 Applying appropriate position of infant while feeding 2.7 Selecting and preparing the nutritious food of infant according to age 2.8 Applying appropriate burping techniques to infant 2.9 Following the techniques for feeding solid foods
3. Bathing and dressing infant	3.1 ***Bathing paraphernalia*** are prepared based on established procedure 3.2 ***Vital Signs*** are checked based on established procedure 3.3 Infant is prepared for bathing based on established ***bathing procedure*** 3.4 Infant is dressed after bath as required based on established procedure 3.5 ***Comforters*** are made available to the infant when needed based on standard procedure	3.1 Paraphernalia needed for bathing. 3.2 Bathing procedure for infant 3.3 Appropriate techniques in taking Vital Signs 3.4 Equipment use in taking vital signs 3.5 Dressing of infant 3.6 Clothes for infant depending on the weather condition and activity	3.1 Preparing the paraphernalia for bathing 3.2 Checking vital signs 3.3 Demonstrating the appropriate use of vital signs equipment 3.4 Applying bathing procedure techniques for infant 3.5 Applying dressing procedure
4. Change infant's diapers	4.1 ***Supplies for changing diaper*** are prepared as needed based on standard procedure 4.2 Safety of infant is observed based on established procedure	4.1 PD 856 Sanitation Code of the Philippines 4.2 RA 9003 (Ecological Solid Waste Management Act) 4.3 Different supplies needed 4.4 Safety precautions in handling infant	4.1 Applying appropriate technique in changing diaper 4.2 Following safety precautions 4.3 Assessing skin integrity 4.4 Assessing normal urine and stool

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.3 Infant's skin is assessed based on established procedure 4.4 Infant's **urine and stool** are assessed as needed based on established procedure 4.5 **Procedure in changing diapers** is applied based on established procedure 4.6 Proper **disposal of used diaper** must be observed based on waste management protocol	4.5 Appropriate procedure in changing diaper 4.6 Importance of frequent changing of diaper 4.7 Complications of infrequent changing of diaper 4.8 Determining normal state of urine and stool	4.5 Following appropriate waste disposal
5. Keep infant clean at all times	5.1 Diaper is checked frequently as needed based on standard procedure 5.2 Infant's clothes are changed as needed based on standard procedure 5.3 Infant's room and crib are prepared based on recommended procedure 5.4 Linens and pillow cases are changed as needed based on established procedure	5.1 Appropriate hygiene for infant 5.2 Appropriate changing of linens and pillow cases 5.3 Preparation of infant's room and crib	5.1 Applying appropriate hygiene procedure 5.2 Preparing infant's room and crib 5.3 Changing of linens and pillow cases
6. Put infant to sleep	6.1 Infant's crib is prepared based on recommended procedure 6.2 Infant is put to sleep based on established procedure 6.3 Infant is placed on the appropriate **sleeping position** based on established procedure	6.1 Preparation of infant's crib 6.2 Sleeping position of infant	6.1 Preparing infant's crib 6.2 Following appropriate sleeping position for infant
7. Assist in administering prescribed medication	7.1 Basic knowledge on medication administration is discussed based on established procedure 7.2 **Principles of medication administration** is	7.1 Principles of medication administration 7.2 Ten Rights (10Rs) of medication administration 7.3 Common medication abbreviations	7.1 Developing the ability to assist in medication administration 7.2 Reciting and understanding the Ten Rights (10Rs) in medication administration

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	discussed based on established procedure 7.3 Medications' untoward reactions are observed based on established procedure 7.4 ***Common medication abbreviations*** used in doctor's orders are discussed based on established procedure	7.4 Indications of medications 7.5 Untoward medication reactions	7.3 Observing and reporting appropriately the untoward medication reaction
8. Provide daily report of the infant's physical needs, care and support	8.1 ***Documentation*** of the observation is prepared based on stages of growth and development 8.2 Appropriate form is used based on established procedure 8.3 Endorsement is followed based on established procedure 8.4 Documentation report is stored in accordance with established procedure	8.1 Appropriate endorsement procedure 8.2 Appropriate documentation of the observations 8.3 Appropriate documenting and reporting of procedures 8.4 Appropriate use of forms 8.5 Computer for documentation	8.1 Applying documentation and reporting skills 8.2 Using of appropriate forms 8.3 Using of computer 8.4 Following endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Principles of infection control	May include:
	1.1 Proper handwashing (WHO guidelines)
	1.2 Use of PPE (Personal Protective Equipment)
	      1.2.1 mask
	      1.2.2 glove
	      1.2.3 hairnet
	      1.2.4 lab gown
	      1.2.5 scrub suit
	1.3 Steps in proper wearing and proper disposal of gloves and mask
	1.4 Steps in proper use of disinfectant
	1.5 Observe "Social Distancing"
	1.6 Staying at home as needed

2. Safe environment	May include: 2.1 Appropriate room temperature 2.2 Cleanliness of the room and crib 2.3 Crib with side rails 2.4 Crib free of big pillows, stuffed toys and linens
3. Techniques in Carrying/Cuddling	May include: 3.1 Lap hold 3.2 Belly hold 3.3 Shoulder hold 3.4 Football hold 3.5 Face to face hold 3.6 Cradle hold

4. Immunizations and Minor Side Effects	May include:
	4.1. Types of Immunizations
	      4.1.1 Hep B (Hepatitis B)
	      4.1.2 DPT (Diphtheria, Tetanus and Pertussis)
	      4.1.3 OPV (Oral Poliovirus vaccine)
	      4.1.4 Measles
	      4.1.5 MMR (Measles, Mumps and Rubella vaccine)
	4.2 Age recommended
	4.3 Minor side effects
	      4.3.1 Pain, swelling or redness on the injection site
	      4.3.2 Mild fever
	      4.3.3 Chills
	      4.3.4 Feeling tired
	      4.3.5 Muscle and joint pains

5. Common concerns and health problems	May include: 5.1 Colic 5.2 Teething 5.3 Thumb sucking 5.4 Spitting up 5.5 Diaper dermatitis 5.6 Miliaria 5.7 Constipation 5.8 Loose stool 5.9 Obesity

VARIABLE	RANGE
	5.10 Fever

6. Common Accidents	May include:
	6.1 Accidents
	    6.1.1 Aspiration
	    6.1.2 Fall
	    6.1.3 Suffocation
	    6.1.4 Drowning
	    6.1.5 Vehicular accident
	6.2 Basic First Aid
	6.3 Cardiopulmonary Resuscitation (CPR) for infant
	6.4 Choking First aid procedure for infant

7. WHO Guidelines	May include: 7.1 WHO Exclusive Breastfeeding Act 7.2 R.A. 10028 (Expanded Breast feeding Act) (Phil. Law) 7.3 E.O. 51 (Milk Code) (Phil. Law)
8. Safety Practices	May include: 8.1 Appropriate hand washing technique 8.2 Infant's personal hygiene 8.3 Cleaning and sterilization of feeding paraphernalia 8.4 Observation of sterile techniques for feeding bottles, nipples 8.5 Use of side rail of crib 8.6 Use of disinfectant 8.7 Maintaining a safe environment
9. Milk formula preparation and feeding	May include: 9.1 Sterile feeding bottle 9.2 Sterilized/Distilled Water 9.3 Milk formula 9.4 Water temperature 9.5 Appropriate milk formula preparation 9.6 Appropriate feeding position 9.7 Burping techniques 9.8 Bibs or small towel
10. Burping Techniques	May include: 10.1 Over the shoulder burp 10.2 Over the lap burp 10.3 Over the arm burp

11. Solid Food Introduction	May include:
	11.1 Techniques for introduction of solid foods
	11.2 Solid foods to be introduced
	        11.2.1 Types of food
	        11.2.2 Age to be introduced
	        11.2.3 Benefits
	11.3 Weaning from bottle to cup

12. Bathing Paraphernalia	May include: 12.1 Infant's toiletries 12.2 Towels 12.3 Face towels 12.4 Infant's bath tub 12.5 Basins 12.6 Infant's layettes

VARIABLE	RANGE

13. Vital Signs and Kit	May include
	13.1 Vital signs
	    13.1.1 Body Temperature
	    13.1.2 Apical heart rate
	    13.1.3 Respiratory rate
	13.2 Vital signs kit
	    13.2.1 Tympanic Thermometer/ Digital thermometer
	    13.2.2 Stethoscope
	    13.2.3 Canister with cotton balls
	    13.2.4 Alcohol
	    13.2.5 Wrist watch with second hand

14. Bathing Procedure	May include: 14.1 Determine infant's body temperature 14.2 Prepare bathing paraphernalia 14.3 Ensure safety of infant 14.4 Determine quantity of water 14.5 Determine temperature of water 14.6 Assess the skin particularly diaper area 14.7 Do appropriate massage to infant
15. Comforters	May include: 15.1 Blankets 15.2 Flannels
16. Supplies	May include: 16.1 Infant diaper 16.2 Wet wipes 16.3 Cotton balls 16.4 Cotton balls receptacle 16.5 Water 16.6 Clothes

17. Urine and Stool	May include:
	17.1 Observations of the appearance of the urine and stool
	    17.1.1 Color
	    17.1.2 Amount
	    17.1.3 Consistency
	    17.1.4 Unusual smell/odor

18. Waste Disposal	May include:
	18.1 PD 856 Sanitation Code of the Philippines
	18.2 RA 9003 Ecological Solid Waste Management Act
	    18.2.1 Reuse
	    18.2.2 Reduce
	    18.2.3 Recycle

19. Sleeping Position	May include: 19.1 Supine
20. Principles of medication administration	May include: 20.1 Ten rights of medication administration 20.2 Common medication abbreviations 20.3 Different routes of medication administration 20.4 Indications of medication 20.5 Side effects of medication 20.6 Steps on how to administer ear medication

VARIABLE	RANGE

21. Documentation	May include:
	21.1 Principles and guidelines for quality documentation and recording
	     21.1.1 Factual
	     21.1.2 Accurate
	     21.1.3 Complete
	     21.1.4 Current
	     21.1.5 Organized
	     21.1.6 Timely
	     21.1.7 Comprehensive
	21.2 Assessment report
	21.3 Endorsement report
	21.4 Caregiver support plan / activity care plan

EVIDENCE GUIDE

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Applied handwashing procedure 1.2 Prepared milk formula and feed infant as prescribed 1.3 Cleaned and sterilized feeding bottles, nipples and other utensils 1.4 Checked and recorded vital signs 1.5 Identified and prepared bathing paraphernalia 1.6 Bathed infant 1.7 Undressed and dressed infant 1.8 Changed diapers 1.9 Put infant to sleep 1.10 Demonstrated the ability to assess infant's needs appropriately 1.11 Provided safety to infant 1.12 Demonstrated the ability to handle common accidents/emergency cases to infant 1.13 Demonstrated the ability to apply basic first aid including CPR for infant and Choking first aid procedure for infant 1.14 Provided daily report of infant's development to appropriate personnel 1.15 Completed tasks in set time frame
2.	Resource Implications	The following resources must be provided with: 2.1 An appropriate child care work place 2.2 Facilities, equipment and materials relevant to the unit of competency 2.3 Relevant textbooks or manuals 2.4 Relevant paper-based assessment instruments 2.5 Appropriate assessment venue
3.	Method of Assessment	Competency may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Direct observation with questioning
4.	Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **FOSTER SOCIAL, INTELLECTUAL AND EMOTIONAL DEVELOPMENT OF INFANT**

UNIT CODE : **HHC532306**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to foster social, intellectual and emotional development of infant (1 month to 1 year old)**.**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance physical development of infant	1.1 *Infants' reflexes* are identified based on stages of growth and development 1.2 *Sensory development* is identified based on stages of growth and development 1.3 *Gross and fine motor development* are enhanced based on stages of growth and development	1.1 Stages of growth and development 1.2 Gross and fine motor development according to age	1.1 Identifying different types of infant's reflexes 1.2 Identifying the different sensory development 1.3 Enhancing the gross and fine motor development
2. Enhance social, intellectual and emotional development of the infant	2.1 Infant is exposed to family members and relatives for *communication and interaction* purposes in accordance with stages of growth and development 2.2 *Distressed infant* is responded based on *appropriate methods, activities and non-verbal cues* 2.3 Nursery rhyme songs are introduced to infant as needed based established standard 2.4 *Toys and play activities* are provided according to stages of growth and development	2.1 Stages of growth and development of Infant 2.2 Theories of growth and development 2.3 Ways to encourage communication development 2.4 Different play activities using educational toys according to age	2.1 Responding appropriately to distressed infant 2.2 Applying appropriate carrying and cuddling of the infant 2.3 Applying appropriate carrying and cuddling of the infant 2.4 Selecting appropriate toys and educational play activities according to age 2.5 Enhancing social, intellectual and emotional development
3. Help infant feels secure and develop trust	3.1 Infant is carried and cuddled as needed in accordance with prescribed procedure 3.2 Personal needs of the infant are attended as	3.1 Stages of Growth and Development of the Infant 3.2 Theories of growth and development	3.1 Applying appropriate carrying and cuddling of the infant

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	necessary based on standard procedure 3.3 Infant is nurtured shown through hugs as needed 3.4 Infant is greeted with smiles as needed		3.2 Attending to the needs of the infant
4. Provide daily reports of the infant's development	4.1 **Documentation** of the observation is prepared based on stages of growth and development 4.2 Appropriate form is used based on established procedure 4.3 Endorsement is applied based on established procedure 4.4 Documentation report is stored in accordance with established procedure	4.1 Endorsement procedure 4.2 Appropriate documentation of the observations 4.3 Appropriate documenting and reporting procedures 4.4 Appropriate use of forms 4.5 Computer for documentation	4.1 Applying documentation and reporting skills 4.2 Using of forms 4.3 Using of computer 4.4 Applying endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Infants' Reflexes	May include:
	   1.1 Rooting reflex
	   1.2 Sucking reflex
	   1.3 Moro reflex
	   1.4 Tonic neck reflex
	   1.5 Grasp reflex
	   1.6 Stepping reflex

2. Sensory Development	May include:
	   2.1 Vision
	   2.2 Hearing
	   2.3 Taste
	   2.4 Smell

3. Gross and Fine Motor Development	May include:
	   3.1 Gross motor development
	      3.1.1 Ability to accomplish large body movements
	      3.1.2 Significant milestones in gross motor development according to age
	   3.2 Fine motor development
	      3.2.1 Ability to coordinate hand movement (Prehensile ability)
	      3.2.2 Significant milestones in fine motor development according to age

4. Communication and Interaction	May include:
	4.1 Ways to encourage communication and interaction skills of infant
	      4.1 1 Talk to the infant
	      4.1.2 Smile to the infant
	      4.1.3 Sing to the infant
	      4.1.4 Play with the infant

5. Infant Shows Distress	May include:
	   5.1 Crying
	      5.1.1 Hungry
	      5.1.2 Sleeping difficulty
	      5.1.3 Discomfort
	      5.1.4 Fear
	   5.2 Clinging behavior
	   5.3 Not playing

6. Appropriate Methods or Activities	May include:
	   6.1 Cuddling
	   6.2 Comforting
	   6.3 Holding
	   6.4 Smiling
	   6.5 Playing
	   6.6 Distraction to an activity
	   6.7 Listening to the Nursery Rhymes
	   6.8 Finger games

7. Non-Verbal Cues	May include : 7.1 Smiling 7.2 Response to an interesting activity

VARIABLE	RANGE
	7.3 Cues that express a desire to engage in an activity of interaction
	7.4 Cues to indicate distress
8. Toys and Play Activities	May include: 8.1 Crib mobile toys 8.2 Rattle 8.3 Musical toy 8.4 Squeeze toys 8.5 Large blocks 8.6 Large balls 8.7 Bath toys 8.8 Books with large pictures 8.9 Different colored shapes, alphabet letters and numbers 8.10 Colorful posters of different animals, shapes, alphabet letters and numbers

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Enhanced the social, intellectual, creative and emotional activities of the infant 1.2 Helped develop security and trust 1.3 Demonstrated the ability to enhance physical development of infant and to plan activities 1.4 Provided the daily report of infant's development to appropriate personnel
2. Resource Implications	The following resources must be provided with: 2.1 An appropriate child care work place 2.2 Facilities, equipment and materials relevant to the unit of competency 2.3 Relevant textbooks or manuals 2.4 Relevant paper-based assessment instruments 2.5 Appropriate assessment venue
3. Method of Assessment	Competency may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Observation with questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF TODDLER'S CARE PLAN**

UNIT CODE : **HHC532307**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to implement, monitor and provide support care within the care plan developed for the toddler (1 year to 3 years old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine support needs and care for toddler	1.1 Details of *legal and ethical aspects of health care* are identified according to established standard 1.2 Details of the *care plan* are confirmed with parents, doctor and nurse based on approved care plan 1.3 Support activities are prepared according to the toddler's approved care plan 1.4 Parents' roles and responsibilities in the care of toddler is identified based on approved care plan 1.5 Caregiver's own roles and responsibilities in toddler care is interpreted and clarified according to approved care plan	1.1 Therapeutic communication with parents, doctor and nurse 1.2 Legal and ethical standards of health care 1.3 Activity care plan 1.4 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bound, Evaluate, Re-evaluate approach to care plans 1.5 Roles and responsibilities of caregiver, parents and other health care workers	1.1 Applying legal and ethical standards of health care 1.2 Using therapeutic communication 1.3 Confirming care plan details of toddler 1.4 Collaborating with other health care workers 1.5 Identifying parent's role and responsibilities 1.6 Interpreting caregiver's roles and responsibilities 1.7 Planning of action and management
2. Provide and monitor support services and activities	2.1 Support is provided and monitored based on the approved care plan 2.2 The toddler's family is recognized and respected as part of the *support team* based on established procedure 2.3 Assistance is provided to maintain a clean, safe and healthy environment based on established procedures	2.1 Verbal and non-verbal communication with the parents, doctor and nurse 2.2 OHS Law (RA 11058) 2.3 Safe and Healthy Environment 2.4 Ergonomics 2.5 Legal and regulatory requirements in care plan implementation 2.6 Principle of "Duty of Care" 2.7 Personal hygiene	2.1 Applying Therapeutic Communication Techniques 2.2 Applying decision making skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Assistance is sought when it is not possible to provide appropriate support based on care plan	2.8 Infection control principles	
3. Provide daily records and reports	3.1 **Documentation** is maintained based on established procedures 3.2 **Potential or actual risk** is identified and responded within scope of own role and report to appropriate person as required based on care plan 3.3 Endorsement is applied based on established procedure 3.4 Information is stored in accordance with the established procedures	3.1 Confidentiality of records and reports 3.2 Documentation and Reports 3.3 Legal and work setting requirements for recording information and producing reports 3.4 Appropriate endorsement procedure 3.5 Privacy Act (RA 11073) 3.6 Principles of risk management 3.7 Computer for documentation	3.1 Applying interpersonal skills 3.2 Demonstrating keen attention to details 3.3 Demonstrating good documentation skills 3.4 Using of computer 3.5 Applying endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Legal and Ethical Aspects of Health Care	May include:
	1.1 Legal standard
	1.2 Ethical standard
	1.3 Respect
	    1.3.1 Life
	    1.3.2 Client / individual
	1.4 Theft
	1.5 Defamation
	1.6 Tipping
	1.7 Negligence
	1.8 Malpractice
	1.9 Assault
	1.10 Battery
	1.11 Invasion of privacy
	1.12 Sexual harassment
	1.13 Verbal harassment
	1.14 Role
	    1.14.1 Independent caregiver's role
	    1.14.2 Dependent caregiver's role
	    1.14.3 Interdependent caregiver's role
	1.15 Responsibility / responsibilities
	    1.15.1 Self
	    1.15.2 Client
	    1.15.3 Family

2. Care Plan	May include: 2.1 Nursing care plan 2.2 Client's chart 2.3 Caregiver's plan based on doctor's order/care plan 2.4 Risk management plan

3. Support Team	May include
	3.1 Toddler's parents
	    3.5.1 family members
	3.2 Health care team members
	    3.2.1 Doctors
	    3.2.2 Nurses
	    3.2.3 Caregivers
	    3.2.4 Other health team professionals

4. Documentation	May include:
	4.1 Principles and guidelines for quality documentation and recording
	    4.1.1 Factual
	    4.1.2 Accurate
	    4.1.3 Complete
	    4.1.4 Current
	    4.1.5 Organized
	    4.1.6 Timely
	    4.1.7 Comprehensive
	4.2 Assessment report
	4.3 Endorsement report

VARIABLE	RANGE
	4.4 Caregiver activity care plan
5. Potential or Actual Risk	May include: 5.1 Safety hazards 5.2 Toddler abuse 5.3 Health care infections control 5.4 Loss of confidentiality 5.5 Legal risks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Used individualized care plan as the basis of support 1.2 Promoted a culture of active participation that enables individuals, key people and others to communicate their preferences and needs 1.3 Applied workplace communication techniques with other workers and health professionals
2. Resource Implications	The following resources should be provided: 2.1 Appropriate Work environment 2.2 Tools, Materials and Equipment 2.3 Relevant text or manuals
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration and oral questioning 3.2 Observation with questioning 3.3 Interview
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **DEVELOP THE ABILITY TO RECOGNIZE TODDLER'S GROWTH AND DEVELOPMENT**

UNIT CODE : **HHC532308**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to recognize and observe the growth and development of toddler (1 year to 3 years old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance physical activities for toddler	1.1 *Gross and fine motor development* are enhanced based on stages of growth and development 1.2 *Safety practices* are implemented based on established procedure 1.3 Physical performances are observed and recorded based on established procedure 1.4 *Tools and equipment* for play are used based on physical development need	1.1 Stages of growth and development of toddler 1.2 Benefits of play for toddlers 1.3 Safety measures when playing 1.4 Tips and reminders when selecting or choosing play and its environment 1.5 Types of motor abilities 1.6 Record physical performance 1.7 Types of tools and equipment for play for toddlers	1.1 Enhancing gross motor and fine motor development 1.2 Teaching right selection of toys 1.3 Following the safety precautions and reminders in child's play 1.4 Developing motor abilities by means of play and physical performance
2. Play a role in the social, emotional and cognitive development of toddler	2.1 *Behavior patterns* of toddler are identified based on stages of growth and development 2.2 *Temper tantrum and its management* is identified based on stages of growth and development 2.3 Language development of toddler is enhanced based on stages of growth and development 2.4 *Common fears of toddler* are identified based on stages of growth and development 2.5 *Play ideas* are introduced based on growth and development	2.1 Communication techniques 2.2 Model caring behaviors 2.3 Stages of growth and development 2.4 Socialization of toddler 2.5 Emotional and cognitive development 2.6 Behavior patterns 2.7 Temper tantrums and management 2.8 Age appropriate play and toys 2.9 Language of toddler 2.10 Fears of toddler 2.11 Ways to minimize anxiety	2.1 Identifying behavior patterns 2.2 Managing temper tantrums 2.3 Enhancing language development 2.4 Identifying common fears of toddler 2.5 Applying ways to minimize anxiety 2.6 Demonstrating communication skills to toddlers 2.7 Attending to the needs of toddler's intellectual and emotional needs

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.6 Basic *communication and interaction* purposes are observed based on the stages of growth and development 2.7 *Toddler's emotional feeling* is responded based on growth and development		
3. Foster toddler's autonomy and independence	3.1 *Opportunities* to develop self-help skills and independence are provided as needed based on established procedure 3.2 *Individual differences* are considered in making choices according to needs based on established procedure 3.3 Responsibility for their own actions are accepted according to needs based on standard procedure	3.1 Psychosocial theory of Erik Erikson 3.2 Toddler's autonomy and independence 3.3 Negativism and ritualism behavior 3.4 Moral theory of Kohlberg	3.1 Assessing the level of autonomy and independence of toddlers 3.1 Assessing the capability of toddler in making choices
4. Help toddler feels secure and develop trust	4.1 Nurture attitude is applied based on established procedure 4.2 Physical needs are provided as needed 4.3 Autonomy is promoted based on stages of growth and development 4.4 *Guidelines in setting discipline* is promoted based on growth and development	4.1 Stages of growth and development 4.2 Psychosocial Theory by Erik Erikson 4.3 Promote autonomy 4.4 Guidelines in setting discipline	4.1 Applying nurture attitude 4.2 Promoting a healthy development 4.3 Promoting autonomy 4.4 Promoting guidelines in setting discipline
5. Provide daily report of toddler's development	5.1 *Documentation* of the observation is prepared based on stages of growth and development 5.2 Appropriate form is used based on established procedure 5.3 Endorsement is applied based on established procedure	5.1 Appropriate endorsement procedure 5.2 Appropriate documentation of the observations 5.3 Appropriate documenting and reporting 5.4 Appropriate use of forms	5.1 Applying skills in documentation and reports 5.2 Using of appropriate forms 5.3 Using of computer 5.4 Applying endorsement procedure

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.4 Documentation report is stored in accordance with established procedure	5.5 Computer for documentation	

RANGE OF VARIABLES

VARIABLE	RANGE

1. Gross and Fine Motor Development	May include:
	1.1 Gross motor development
	    1.1.1 Ability to accomplish large body movements
	    1.1.2 Significant milestones in gross motor development
	1.2 Fine motor development
	    1.2.1 Ability to coordinate hand movements
	    1.2.2 Significant milestones in fine motor development

2. Safety practices	May include: 2.1 Use of disinfectant 2.2 Appropriate handling of toddler 2.3 Appropriate procedure 2.4 Use of safety gears 2.5 Proper selection of toys
3. Tools and equipment	May include: 3.1 Nursery rhymes 3.2 Books for toddlers 3.3 Things to sort like colored blocks or balls 3.4 Paper and crayon
4. Behavior Patterns	May include: 4.1 Negativistic 4.2 Ritualistic behavior 4.3 Temper tantrums
5. Temper Tantrums	May include: 5.1 Triggers of temper tantrum 5.2 Managing temper tantrums
6. Common Fears of Toddler	May include: 6.1 Separation anxiety 6.2 Fear of the dark 6.3 Fear of strangers
7. Play ideas	May include: 7.1 Basic puzzles 7.2 Bath toys 7.3 Read books 7.4 Simple art and craft activities 7.5 Building blocks
8. Communication and interaction	May include: 8.1 Acknowledge with enthusiasm 8.2 Using of sounds, gestures, facial expressions 8.3 Greet with a smile 8.4 Interact emphasizing cool things around him
9. Toddler's emotional feeling	May include: 9.1 happy 9.2 sad 9.3 scared 9.4 joyful 9.5 fear 9.6 embarrassment 9.7 empathy

VARIABLE	RANGE
	9.8 envy 9.9 guilt 9.10 shame
10. Opportunities	May include: 10.1 movement 10.2 listening to music 10.3 socio dramatic play 10.4 art experience including day and finger painting
11. Individual differences	May include: 11.1 gender 11.2 abilities and disabilities 11.3 appearance 11.4 interest 11.5 peer group acceptance

12. Documentation	May include:
	12.1 Principles and guidelines for quality documentation and recording
	     12.1.1 Factual
	     12.1.2 Accurate
	     12.1.3 Complete
	     12.1.4 Current
	     12.1.5 Organized
	     12.1.6 Timely
	     12.1.7 Comprehensive
	12.2 Assessment report
	12.3 Endorsement report
	12.4 Caregiver support plan / activity care plan

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Applied safety practices on physical activities 1.2 Demonstrated the ability to enhance physical development and to plan activities 1.3 Demonstrated the ability to foster social, emotional and cognitive development by providing necessary play and appropriate communication 1.4 Identified temper tantrums and its management 1.5 Enhanced language development of toddler 1.6 Demonstrated the ability to assist toddler to be independent by providing stimulating environment 1.7 Applied ways to minimize anxiety to toddler 1.8 Provided daily report of toddler's development to appropriate personnel
2. Resource Implications	The following resources must be provided with: 2.1 An appropriate child care work place 2.2 Facilities, equipment and materials relevant to the unit of competency 2.3 Relevant textbooks or manuals 2.4 Relevant paper-based assessment instruments 2.5 Appropriate assessment venue
3. Method of Assessment	Competency may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Direct observation with questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY   : PERFORM CARING SKILLS FOR TODDLER

UNIT CODE   : HHC532309

UNIT DESCRIPTOR   : This unit describes the knowledge, skills and attitude required for a caregiver to implement, monitor and provide support care within the care plan developed for the toddler (1 year to 3 years old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide a safe and clean environment	1.1 ***Principles of infection control*** is applied based on established procedure 1.2 Hand washing technique is applied based on established procedure 1.3 ***Safe environment*** of toddler is provided based on standard procedure 1.4 Toddler's room and crib/bed are prepared based on recommended procedure by parents 1.5 Linens and pillow cases are changed as needed based on standard procedure	1.1 Principles of infection control 1.2 Appropriate handwashing technique 1.3 Use of disinfectant 1.4 Safe room /environment 1.5 Safe use of car seat 1.6 Clean-up mess made by toddler 1.7 Use of hairnet, mask and gloves as needed	1.1 Applying the principles of infection control 1.2 Applying appropriate handwashing technique 1.3 Using of disinfectant 1.4 Cleaning-up mess 1.5 Using of hairnet, mask and gloves 1.6 Observing safety in the use of car seat
2. Feed toddler at regular schedule	2.1 ***Safety practices*** are applied based on established procedure 2.2 ***Food preparation*** are done based on prescribed procedure 2.3 Nutritional requirements for toddler are provided based on the stages of growth and development 2.4 Guidelines in feeding toddler is applied based on established procedure 2.5 Milk formula and feeding are prepared based on prescribed procedure	2.1 Attitude, ritual and span of toddlers during feeding 2.2 Nutritional requirements for toddler, its proper caloric intake 2.3 Preparation of milk formula 2.4 Appropriate temperature of the milk formula 2.5 Appropriate handwashing technique 2.6 Benefits of nutritious food and basic food groups 2.7 Food preparation based on colors and textures	2.1 Applying appropriate handwashing technique 2.2 Skill in teaching right selection of nutritious food 2.3 Selecting and preparing the nutritious food of toddler according to age 2.4 Applying proper feeding techniques 2.5 Proper positioning of toddler while feeding 2.6 Observing safety in the use of high chair

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.8 Guidelines in feeding toddlers 2.9 Proper food storage 2.10 Utensils based on designs and shape preferred by toddlers 2.11 Toddler's high chair placement	2.7 Following food storage procedure 2.8 Following appropriate utensils based on its design and shape 2.9 Following sterilization procedure 2.10 Following milk formula preparation procedure
3. Provide personal hygiene, dressing and undressing the toddler	3.1 *Bathing paraphernalia* are prepared based on established procedure 3.2 *Vital Signs* are checked based on established procedure 3.3 Toddler is prepared for bathing based on established *bathing procedure* 3.4 Toddler is dressed after bath as required based on standard procedure.	3.1 Paraphernalia needed for bathing. 3.2 Bathing procedure for toddler 3.3 Appropriate techniques in taking vital signs 3.4 Equipment use in taking vital signs 3.5 Dressing of toddler 3.6 Clothes for toddler depending on the weather condition and activity	3.1 Preparing the paraphernalia for bathing 3.2 Checking vital signs 3.3 Demonstrating the appropriate use of vital signs equipment 3.4 Applying bathing procedure for toddler 3.5 Applying undressing / dressing procedure
4. Promote toilet independence	4.1 *Supplies* are prepared as needed 4.2 Safety of toddler is observed as needed based on established procedure 4.3 Toddler's readiness in toilet training is assessed based on stages of growth and development 4.4 Toddler's urine and stool are assessed based on establish procedure 4.5 Procedure in toilet training is applied based on standard procedure 4.6 Proper disposal of urine and stool must be observed based on	4.1 Importance of frequent determining toddler's readiness for toilet training 4.2 Safety precautions in handling toddlers 4.3 Importance of proper waste management 4.4 Normal urine 4.5 Benefits of proper toilet training	4.1 Following safety precautions 4.2 Assessing the toddler's readiness in toilet training 4.3 Assessing normal urine and stool 4.4 Assessing bowel and bladder training 4.5 Following proper waste disposal

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	waste management protocol		
5. Maintain toddler's teeth healthy at all times	5.1 Mother must be encouraged to avoid or lessen sweets given to toddler based on nutritional requirement 5.2 Teeth are checked frequently as needed based on stages of growth and development 5.3 Toddler's *oral hygiene kits* are changed as needed 5.4 Consultation to dentist for oral examination is scheduled as needed	5.1 Foods to avoid to lessen cavities 5.2 Proper checking of teeth regularly 5.3 Benefits of dentist visitation regularly 5.4 Changing of oral kits regularly	5.1 Applying proper food selection 5.2 Checking of teeth regularly 5.3 Following good oral hygiene 5.4 Observing change of oral kits if needed 5.5 Following good schedule to dentist's visitation
6. Check and change toddler's diapers frequently	6.1 Paraphernalia is prepared as needed based on standard procedure 6.2 Safety in changing of toddler's diaper is observed as needed based on established procedure 6.3 Toddler's skin on diaper site is assessed based on established procedure 6.4 Toddler's *urine and stool* are assessed as needed based on established procedure 6.5 Procedure in changing diaper is applied based on established procedure 6.6 Proper *disposal of used diaper* is observed based on waste management protocol	6.1 PD 856 Sanitation Code of the Philippines 6.2 RA 9003 (Ecological Solid Waste Management Act) 6.3 Different supplies needed 6.4 Safety precautions in handling toddler 6.5 Appropriate procedure in changing diaper 6.6 Importance of frequent changing of diaper 6.7 Complications of infrequent changing of diaper 6.8 Normal state of urine and stool	6.1 Applying appropriate technique in changing diaper 6.2 Following safety precautions in changing toddler's diaper 6.3 Assessing skin integrity 6.4 Assessing normal urine and stool 6.5 Following appropriate waste disposal
7. Put toddler to sleep	7.1 Toddler's bed is prepared based on recommended procedure 7.2 Toddler is put to sleep based on established procedure	7.1 Preparation of toddler's bed 7.2 Healthy sleep patterns 7.3 Rituals and activities at bedtime	7.1 Preparing toddler's crib/bed 7.2 Following healthy sleep patterns 7.3 Applying rituals and activities at bed time

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	7.3 *Rituals and activities* in bed time are monitored based on stages of growth and development 7.4 Healthy sleep patterns are followed based on stages of growth and development		
8. Observe safety and prevention of health hazards	8.1 *Safety measures* are implemented based on established procedure 8.2 *Health hazards* are prevented based on established procedure 8.3 Car safety is emphasized based on established procedure 8.4 Toddler's toys are selected based on standard procedure	8.1 Supervision requirement in handling toddlers 8.2 Health hazards in the toddler's environment 8.3 Safety measures to avoid and prevent health hazards 8.4 Safety principles on toddlers 8.5 Criteria for selecting toys for toddlers 8.6 Importance of car seat for toddler 8.7 How to properly buckle a toddler in a car seat	8.1 Supervising toddlers in the play environment 8.2 Selecting toys according to toddler's safety and preferences 8.3 Avoiding environmental health hazards 8.4 Implementing safety measures and precautions 8.5 Applying correct position of the toddler in the car 8.6 Applying properly toddler's car seat buckle
9. Assist in administering prescribed medication	9.1 Basic knowledge on assisting on medication administration is discussed based on established procedure 9.2 *Principles of medication administration* are discussed based on established procedure 9.3 Medications' untoward reactions are observed based on established procedure 9.4 Common medication abbreviations used in doctor's orders are discussed based on established procedure	9.1 Principles of medication Administration 9.2 Ten Rights (10Rs) of medication administration 9.3 Common medication abbreviations 9.4 Different routes of medication administration 9.5 Indications of medication 9.6 Side effects of medications	9.1 Reciting and understanding the Ten Rights (10 R's) of medication administration 9.2 Distinguishing appropriately the untoward reactions of prescribed medication 9.3 Following correct recording, documenting and recording
10. Provide daily report of the care rendered to toddler	10.1 Documentation of the observation is prepared based on	10.1 Appropriate endorsement procedure	10.1 Applying documentation and reporting skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	stages of growth and development 10.2 Appropriate form is used based on established procedure 10.2 Endorsement is applied based on established procedure 10.3 Documentation report is stored in accordance with established procedure	10.2 Appropriate documentation of the observations 10.3 Appropriate documenting and reporting of procedures 10.4 Appropriate use of forms 10.5 Computer for documentation	10.2 Using of appropriate forms 10.3 Using of computer 10.4 Applying endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Principles of infection control	May include:
	1.1 Proper handwashing (WHO Guidelines)
	1.2 Use of PPE (Personal Protective Equipment)
	    1.2.1 mask
	    1.2.2 gloves
	    1.2.3 lab gown
	    1.2.4 scrub suit
	1.3 Steps in proper wearing and proper disposal of gloves, gown and mask
	1.4 Steps in proper use of disinfectant
	1.5 Observe "social distancing"
	1.6 Staying at home as needed

2. Safe environment	May include: 2.1 Appropriate room temperature 2.2 Cleanliness of the room and crib/bed 2.3 Safety of room surrounding e.g. free of small objects on the floor 2.4 Safe bed for toddler e.g. with side rails 2.5 Safe use of high chair
3. Safety practices	May include: 3.1 Appropriate hand washing technique 3.2 Cleaning and sterilization of feeding paraphernalia 3.3 Observation of sterile technique for feeding bottles, nipples 3.4 Toddler's personal hygiene 3.5 Use of disinfectant
4. Food preparation	May include: 4.1 Food based on food pyramid 4.2 Water 4.3 Temperature 4.4 Appropriate feeding position 4.5 Utensil and plates designed for toddler 4.6 Bibs or small towel

5. Bathing Paraphernalia	May include:
	5.1 Toddler's toiletries
	    5.1.1 Hypoallergenic or tear free shampoo
	    5.1.2 Hypoallergenic soap
	    5.1.3 Cotton buds
	5.2 Towels
	5.3 Face towels / washcloth
	5.4 Toddler's clothes
	5.5 Dipper / pitcher
	5.6 Baby toys (optional)

6 Vital Signs and Kit	May include
	6.1 Vital signs
	    6.1.1 Body Temperature
	    6.1.2 Apical heart rate
	    6.1.3 Respiratory rate
	6.2 Vital signs kit
	    6.2.1 Tympanic thermometer/Digital thermometer

VARIABLE	RANGE
	6.2.2 Stethoscope
	6.2.3 Cotton balls
	6.2.4 Cotton balls receptacle
	6.2.5 Alcohol
	6.2.6 Wrist watch with second hand
7 Bathing Procedure	May include:
	7.1 Toddler's body temperature
	7.2 Preparing bathing paraphernalia
	7.3 Safety of toddler
	7.4 Quantity of water
	7.5 Temperature of water
	7.6 Skin assessment particularly diaper area
	7.7 Massage
	7.8 Dressing the toddler
8 Supplies	May include:
	8.1 Potty chair
	8.2 Wet wipes
	8.3 Water
	8.4 Clothes
9 Oral hygiene kit	May include:
	9.1 Toddler's tooth brush
	9.2 Toddler's tooth paste
	9.3 Plastic cup
	9.4 Water
	9.5 Towel
10 Urine and Stool	May include:
	10.1 Observations of the appearance of the urine and stool
	10.1.1 Color
	10.1.2 Amount
	10.1.3 Consistency
	10.1.4 Unusual smell/odor
11 Disposal of used diaper	May include:
	11.1 PD 856 Sanitation Code of the Philippines
	11.2 RA 9003 Ecological Solid Waste Management Act
	11.2.1 Reuse
	11.2.2 Reduce
	11.2.3 Recycle
12 Rituals and activities	May include:
	12.1 Tooth brushing
	12.2 Personal hygiene
	12.3 Story telling
	12.4 Singing
	12.5 Praying
13 Safety measures	May include:
	13.1 Safety principles
	13.1.1 Car safety
	13.2 Safety measures in selecting toddler's toys
14 Health hazards	May include:
	14.1 Injury or accident
	14.1.1 Burns and scalds
	14.1.2 Falls

VARIABLE	RANGE
	14.1.3 Choking
	14.1.4 Suffocation
	14.1.5 Poisoning
	14.1.6 Drowning
	14.1.7 Insect bites
	14.1.8 Playground injuries
	14.2 Common illness
	14.2.1 Colds and cough
	14.2.2 Fever
	14.2.3 Gastrointestinal disturbances
	14.2.4 Ear infections
	14.3 Basic First Aid
	14.4 Cardiopulmonary Resuscitation (CPR) procedure for toddler
	14.5 Choking first aid procedure for toddler
15 Principles of medication administration	May include:
	15.1 Ten rights of medication administration
	15.2 Common medication abbreviations
	15.3 Different routes of medication administration
	15.4 Indications of medication
	15.5 Side effects of medication
	15.6 Steps on how to administer ear medication

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Applied principles of infection control
	1.2 Applied handwashing procedure
	1.3 Responded to distressed toddler in a relaxed and calm manner
	1.4 Prepared food and fed toddler as prescribed
	1.5 Demonstrated the ability to assess toddler's readiness to toilet training
	1.6 Demonstrated proper waste disposal
	1.7 Demonstrated to assess the health hazards in the environment and provide safety measures
	1.8 Demonstrated the ability to apply cardiopulmonary resuscitation (CPR) procedure for toddler and choking first aid procedure for toddler
	1.9 Selected toys accordingly based on age and safety
	1.10 Positioned toddler in car seat observing safety
	1.11 Took and recorded vital signs
	1.12 Bathed and dressed/undressed toddler
	1.13 Put toddler to sleep
	1.14 Assisted toddler in oral hygiene
	1.15 Assisted in administration of prescribed medications as directed by doctor/nurse/parents
	1.16 Provided daily report of toddler's development to appropriate personnel
	1.17 Completed tasks in set time frame
2 Resource Implications	The following resources must be provided with:
	2.1 An appropriate child care work place
	2.2 Facilities, equipment and materials relevant to the unit of competency
	2.3 Relevant textbooks or manuals
	2.4 Relevant paper-based assessment instruments
	2.5 Appropriate assessment venue
3 Method of Assessment	Competency may be assessed through:
	3.1 Demonstration with questioning
	3.2 Interview
	3.3 Direct observation with questioning
4 Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF PRE-SCHOOLER'S CARE PLAN**

UNIT CODE : **HHC532310**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to implement, monitor and provide support care within the care plan developed for pre-schooler (3 years to 5 years old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine support needs and care for pre-schooler	1.1 Details of *legal and ethical aspects of health care* 1.2 Details of the *care plan* are confirmed with parents, doctor and nurse based on approved care plan 1.3 Support activities are prepared according to pre-schooler's approved care plan 1.4 Parents' roles and responsibilities in the care of pre-schooler is identified based on approved care plan 1.5 Caregiver's own roles and responsibilities in pre-schooler care is interpreted and clarified according to approved care plan	1.1 Therapeutic communication with parents, doctor and nurse 1.2 Legal and ethical standards of health care 1.3 Care plan 1.4 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bound, Evaluate, Re-evaluate approach to care plans 1.5 Roles and responsibilities of caregiver, parents and other health care workers	1.1 Applying therapeutic communication 1.2 Applying legal and ethical standards of health care 1.3 Confirming care plan details of pre-schooler 1.4 Collaborating with other health care workers 1.5 Identifying parent's role and responsibilities 1.6 Interpreting caregiver's roles and responsibilities 1.7 Planning of action and management
2. Provide and monitor support services and activities	2.1 Support is provided and monitored based on the approved care plan 2.2 The pre-schooler's family is recognized and respected as part of the *support team* based on established procedure 2.3 Assistance is provided to maintain a clean, safe and healthy environment based on established procedures 2.4 Assistance is sought when it is not possible to provide appropriate	2.1 Verbal and non-verbal communication with the parents, doctor and nurse 2.2 OHS Law (RA 11058) 2.3 Safe and Healthy Environment 2.4 Ergonomics 2.5 Legal and regulatory requirements in care plan implementation 2.6 Principle of "Duty of Care" 2.7 Personal Hygiene 2.8 Infection Control Principles	2.1 Applying Therapeutic Communication Technique 2.2 Applying decision making skills 2.3 Applying standard precautions in infection control

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	support based on approved care plan		
3.Provide daily records and reports	3.1 **Documentation** is maintained based on established procedures 3.2 **Potential or actual risk** is identified and responded within scope of own role and report to appropriate person as required based on care plan 3.3 Endorsement is applied based on established procedure 3.4 Information is stored in accordance with the established procedures	3.1 Confidentiality of records and reports 3.2 Documentation and Reports 3.3 Legal and work setting requirements for recording information and producing reports 3.4 Appropriate endorsement procedure 3.5 Privacy Act (RA 11073) 3.6 Principles of risk management	3.1 Applying interpersonal skills 3.2 Demonstrating keen attention to details 3.3 Demonstrating good documentation skills 3.4 Identifying the risk present 3.5 Applying endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Legal and Ethical aspects of health care	May include:
	1.1 Legal standard
	1.2 Ethical standard
	1.3 Respect
	    1.3.1 Life
	    1.3.2 Client / individual
	1.4 Theft
	1.5 Defamation
	1.6 Tipping
	1.7 Negligence
	1.8 Malpractice
	1.9 Assault
	1.10 Battery
	1.11 Invasion of privacy
	1.12 Sexual harassment
	1.13 Verbal harassment
	1.14 Role
	    1.14.1 Independent caregiver's role
	    1.14.2 Dependent caregiver's role
	    1.14.3 Interdependent caregiver's role
	1.15 Responsibility / responsibilities
	    1.15.1 Self
	    1.15.2 Client
	    1.15.3 Family

2. Care Plan	May include: 2.1 Activity care plan 2.2 Client's chart 2.3 Caregiver's plan based on doctor / nurse/parents instruction 2.4 Risk management plan

3. Support Team	May include:
	3.1 Pre-schooler's parents
	    3.1.1 family members
	3.2 Health care team members
	    3.2.1 Doctors
	    3.2.2 Nurses
	    3.2.3 Caregivers

4. Documentation	May include:
	4.1 Principles and guidelines for quality documentation and recording
	    4.1.1 Factual
	    4.1.2 Accurate
	    4.1.3 Complete
	    4.1.4 Current
	    4.1.5 Organized
	    4.1.6 Timely
	    4.1.7 Comprehensive
	4.2 Assessment report
	4.3 Endorsement report

VARIABLE	RANGE
	4.4 Caregiver support plan / care plan
5. Potential or Actual Risk	May include: 5.1 Safety hazards 5.2 Pre-schooler abuse 5.3 Health care infections 5.4 Loss of confidentiality 5.5 Legal risks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Used individualized care plan as the basis of support 1.2 Promoted a culture of active participation that enables individuals, key people and others to communicate their preferences and needs 1.3 Applied workplace communication techniques with other workers and health professionals
2. Resource Implications	The following resources should be provided: 2.1 Appropriate Work environment 2.2 Tools, Materials and Equipment 2.3 Relevant text or manuals
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration and oral questioning 3.2 Observation with questioning 3.3 Interview
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **DEVELOP THE ABILITY TO RECOGNIZE PRE-SCHOOLER'S GROWTH AND DEVELOPMENT**

UNIT CODE : **HHC532311**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to recognize and observe the growth and enhance the physical, social, emotional, cognitive and moral and development of pre-schooler (3 years to 5 years old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance physical development of pre-schooler	1.1 ***Gross and fine motor development*** are enhanced based on stages of growth and development 1.2 Safety practices are implemented based on established procedure 1.3 Physical performance is observed based on established procedure	1.1 Stages of growth and development of pre-schooler 1.2 Theories of growth and development	1.1 Developing motor abilities by means of play and physical performance 1.2 Following the safety precautions and reminders in child play
2. Create opportunities to develop a wider range of physical development	2.1 ***Opportunities to develop the physical skills*** are provided based on development needs 2.2 Equipment and tools are made available based on development needs 2.3 Healthy sleeping patterns and practices are developed and monitored based on established procedure	2.1 Benefits of exercises and play in their physical development 2.2 Child's growth development theory 2.3 Benefits of good sleep and right sleeping pattern 2.4 Tools and equipment be used in performing play	2.1 Selecting appropriate toys according to play 2.2 Applying appropriate play based on child's growth and development 2.1 Monitoring appropriately the sleep pattern of pre-schooler
3. Play a role in the social, emotional, cognitive and moral development of pre-schooler	3.1 Basic ***communication and interaction*** are observed based on stages of growth and development 3.2 ***Behavior patterns*** of pre-schooler are identified based on stages of growth and development 3.3 Initiative is promoted based on stages of growth and development	3.1 Communication technique 3.2 Stages of growth and Development 3.3 Theories of growth and development 3.4 Social, emotional, cognitive and moral development 3.5 Behavior patterns 3.6 Initiative development 3.7 Age appropriate play and toys	3.1 Demonstrating communication to pre-schooler 3.2 Identifying behavior patterns 3.3 Promoting initiative 3.4 Providing appropriate play and toys 3.5 Enhancing language development

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Language development of pre-schooler is enhanced based on stages of growth and development 3.5 *Play and games* are introduced based on stages of growth and development 3.6 *Common fears of pre-schooler* are identified based on stages of growth and development	3.8 Language development of pre-schooler 3.9 Fears of pre-schooler 3.10 Guidelines in management of fears	3.6 Identifying common fears of pre-schooler 3.7 Applying guidelines in management of fears
4. Help pre-schooler feels secure and develop trust	4.1 Nurture attitude is provided based on established standard 4.2 Physical needs are provided as needed based on established standard 4.3 Healthy development of pre-schooler is promoted based on stages of growth and development 4.4 *Guidelines in setting discipline* is promoted based on established procedure	4.1 Stages of growth and development 4.2 Theories of growth and development	4.1 Promoting healthy development 4.2 Providing nurture attitude 4.3 Providing physical needs 4.4 Promoting guidelines in setting discipline
5. Provide daily report of the pre-schooler's development	5.1 *Documentation* of the observation is prepared based on stages of growth and development 5.2 Appropriate form is used based on established procedure 5.3 Endorsement is applied based on established procedure 5.4 Documentation report is stored in accordance with established procedure	5.1 Appropriate endorsement procedure 5.2 Appropriate documentation of the observations 5.3 Appropriate documenting and reporting of procedures 5.4 Appropriate use of forms 5.4 Computer for documentation	5.1 Applying documentation and reporting skills 5.2 Using of appropriate forms 5.3 Using of computer 5.4 Following endorsement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Gross and Fine Motor Development	May include:
	1.1 Gross motor development
	    1.1.1 Ability to accomplish large body movements
	    1.1.2 Significant milestones in gross motor development of pre-schooler
	1.2 Fine motor development
	    1.2.1 Ability to coordinate hand movements
	    1.2.2 Significant milestones in fine motor development of pre-schooler

2. Opportunities for physical development	May include: 2.1 movement 2.2 listening to music 2.3 socio dramatic play 2.4 art experience including finger painting
3. Communication and interaction	May include: 3.1 let them finish talking and respond 3.2 Use language and ideas that are easily understood 3.3 Make any instructions and requests simple and clear 3.4 Avoid criticism and blame 3.5 Be a good role model
4. Behavior Patterns	May include: 4.1 Imitation 4.2 Fantasy 4.3 Oedipus and Electra complex 4.4 Sibling rivalry 4.5 Imaginary friends 4.6 Sense of ownership begins at age 3 years

5 Play and games	May include:
	5.1 Associative play (interactive and cooperative)
	    5.1.1 Imitative
	    5.1.2 Imaginary friends
	    5.1.3 Group games
	5.2 Common games
	    5.2.1 Games that involves taking turns and imaginative
	    5.2.2 Enjoys games that involves pretending
	    5.2.3 Likes games with numbers and letters

6 Common Fears of Pre-schooler	May include: 6.1 Separation anxiety 6.2 Fear of the dark 6.3 Fear of large animals 6.4 Fear of body mutilation 6.5 Fear of ghost 6.6 Fear of invasive procedures
7 Guidelines in setting discipline	May include: 7.1 Use of Time Out 7.2 Different ways in setting discipline

VARIABLE	RANGE

8 Documentation	May include:
	8.1 Principles and guidelines for quality documentation and recording
	    8.1.1 Factual
	    8.1.2 Accurate
	    8.1.3 Complete
	    8.1.4 Current
	    8.1.5 Organized
	    8.1.6 Timely
	    8.1.7 Comprehensive
	8.2 Assessment report
	8.3 Endorsement report
	8.4 Caregiver support plan / activity care plan

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated the ability to enhance physical development and to plan activities 1.2 Demonstrated ability to foster social, emotional, moral and intellectual development by providing necessary play and appropriate communication 1.3 Promoted sense of initiative 1.4 Enhanced language development of pre-schooler 1.5 Identified common fears of pre-schooler 1.6 Applied guidelines in management of fears 1.7 Provided daily report of toddler's development to appropriate personnel
2.Resource Implications	The following resources must be provided with: 2.1 An appropriate child care work place 2.2 Facilities, equipment and materials relevant to the unit of competency 2.3 Relevant textbooks or manuals 2.4 Relevant paper-based assessment instruments 2.5 Appropriate assessment venue
3 Method of assessment	Competency may be assessed through: 3.1 Demonstration with questioning 3.2 Interview 3.3 Direct observation with questioning
4 Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **PERFORM CARING SKILLS FOR PRE-SCHOOLER**

UNIT CODE : **HHC532312**

UNIT DESCRIPTOR : This unit describes the knowledge, skills and attitude required for a caregiver to implement, monitor and provide support care within the care plan developed for preschooler (3 years to 5 years old).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide a safe and clean environment	1.1 ***Principles of infection control*** is observed based on established procedure 1.2 Pre-schooler's safety is observed at all times based on established procedure 1.3 Hand washing technique is applied based on established procedure 1.4 ***Environment*** of pre-schooler is maintained safe and clean as needed based on established standard 1.5 Pre-schooler's room and bed are prepared based or recommended procedure 1.6 Linens and pillow cases are changed as needed based on established procedure 1.7 Guidelines to prevent accidents are applied based on established procedure	1.1 Principles of infection control 1.2 Appropriate handwashing technique 1.3 Use of disinfectant 1.4 Safe room /environment 1.5 Clean-up mess made by pre-schooler 1.6 Guidelines to prevent accidents	1.1 Applying principles of infection control 1.2 Applying appropriate handwashing technique 1.3 Using of disinfectant 1.4 Cleaning-up mess 1.5 Applying guidelines to prevent accident
2. Feed pre-schooler at regular schedule	2.1 Sanitation practices are observed in serving meals based on standard procedure 2.2 Nutritious food is encouraged for pre-schooler based on ***food pyramid*** 2.3 Nutritional requirements for pre-schooler is observed	2.1 Appropriate handwashing technique 2.2 Nutritional requirements for pre-schooler 2.3 Procedure in serving meals for pre-schooler 2.4 Food preferences 2.5 Food pyramid	2.1 Applying appropriate handwashing technique 2.2 Preparing and serving nutritious food for pre-schooler 2.3 Demonstrating procedures in

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on the stages of growth and development 2.4 Guidelines in serving meals for pre-schooler is applied based on established procedure		feeding pre-schooler
3. Bathe and dress pre-schooler	3.1 *Bathing paraphernalia* is prepared based on established procedure 3.2 *Vital Signs* are checked based on established procedure 3.3 Pre-schooler is prepared and assisted in bathing and changing clothes as required based on established procedure 3.4 Developmental considerations on dressing pre-schooler is applied based on growth and development	3.1 Paraphernalia needed for bathing. 3.2 Appropriate techniques in taking Vital Signs 3.3 Assist in dressing of pre-schooler 3.4 Clothes for pre-schooler depends on the weather condition and activity 3.5 Developmental considerations on dressing	3.1 Preparing the paraphernalia for bathing 3.2 Checking vital signs 3.3 Assisting in bathing pre-schooler 3.4 Assisting in undressing / dressing procedure 3.5 Demonstrating dressing the pre-schooler with developmental considerations
4 Maintain healthy teeth at all times	4.1 Mother must be encouraged to avoid or lessen sweets given to pre-schooler based on nutritional requirement 4.2 Teeth are checked frequently as needed based on stages of growth and development 4.3 Pre-schooler's *oral hygiene kits* are changed as needed 4.4 Dental visit is scheduled regularly as needed	4.1 Foods to avoid to lessen cavities 4.2 Proper checking of teeth regularly 4.3 Benefits of visiting the dentist regularly 4.4 Changing of oral kits regularly	4.1 Applying proper food selection 4.2 Checking of teeth regularly 4.3 Following good oral hygiene 4.4 Observing change of oral kits if needed 4.5 Following a regular dental visit
5. Assist pre-schooler in sleeping	5.1 Pre-schooler's bed is prepared based on established standard procedure 5.2 Healthy sleep patterns for pre-schooler are encouraged based on stages of growth and development	5.1 Preparation of pre-schooler's bed 5.2 Importance of healthy sleep patterns 5.3 Importance of rituals and activities before sleeping	5.1 Preparing pre-schooler's bed 5.2 Encouraging healthy sleep patterns 5.3 Identifying and managing common sleep problems of

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.3 ***Rituals and activities*** in bed time are applied based on growth and development 5.4 ***Common sleep problems*** are identified based on stages of growth and development	5.4 Common sleep problems and its management	5.4 Applying rituals and activities before sleeping
6. Observe safety and prevent health hazards	6.1 Mother / caregiver is encouraged to supervise pre-schooler at all times based on standard procedure 6.2 Toys are selected based on established procedure 6.3 ***Health hazards*** are prevented based on established procedure 6.4 Safety measures are implemented based on established procedure	6.1 Supervision requirement in handling pre-schooler 6.2 Health hazards in the environment 6.3 Safety measures to avoid and prevent health hazards 6.4 Significance of safe positioning in the car 6.5 Prevention of common illness	6.1 Supervising pre-schooler in the play environment 6.2 Selecting toys according to safety and preferences 6.3 Preventing health hazards 6.4 Implementing safety measures and precautions 6.5 Positioning correctly pre-schooler in the car
7 Assist in administration of medication	7.1 Basic knowledge on medication administration is discussed based on established procedure 7.2 ***Principles of medication administration*** is discussed based on established procedure 7.3 Medications' untoward reactions are observed based on established procedure 7.4 Common medication abbreviations used in doctor's orders are discussed based on established procedure	7.1 Principles of medication administration 7.2 Ten Rights (10Rs) of medication administration 7.3 Different routes of medication administration 7.4 Common medication abbreviation 7.5 Indication of medication 7.6 Side effects of medications	7.1 Reciting and understanding the Ten (10) rights of medication 7.2 Distinguishing untoward reactions of prescribed medication
8 Provide daily report of the pre-schooler's development	8.1 ***Documentation*** of the observation is prepared based on stages of growth and development 8.2 Appropriate form is used based on established procedure 8.3 Documentation report is stored in accordance	8.1 Appropriate documentation of the observations 8.2 Appropriate documenting and reporting of procedures 8.3 Appropriate use of forms	8.1 Applying skills in documentation and report 8.2 Using of appropriate forms 8.3 Using of computer

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	with established procedure	8.4 Computer for documentation	

RANGE OF VARIABLES

VARIABLE	RANGE

1. Principles of infection control	May include:
	1.1 Appropriate hand washing (WHO Guidelines)
	1.2 Use of PPE (Personal Protective Equipment)
	    1.2.1 Mask
	    1.2.2 Gloves
	    1.2.3 Hairnet
	    1.2.4 Lab gown
	    1.2.5 Scrub suit
	1.3 Steps in proper wearing and proper disposal of gloves, gown and mask
	1.4 Steps in proper use of disinfectant
	1.5 Observe "social distancing"
	1.6 Staying at home as needed

2. Environment	May include: 2.1 Appropriate room temperature 2.2 Cleanliness of the room and bed 2.3 Safe room surroundings

3. Food Pyramid	May include:
	3.1 Nutrients
	    3.1.1 Protein
	    3.1.2 Fat
	    3.1.3 Carbohydrate
	    3.1.4 Vitamins
	    3.1.5 Minerals
	3.2 Basic food groups

4. Bathing Paraphernalia	May include:
	4.1 Pre-schooler's toiletries
	    4.1.1 Hypoallergenic / no tear shampoo
	    4.1.2 Hypoallergenic soap
	4.2 Towels
	4.3 Face towels / wash cloth
	4.4 Pre-schooler's clothes

5. Vital Signs and Kit	May include
	5.1 Vital signs
	    5.1.1 Body temperature
	    5.1.2 Radial pulse rate
	    5.1.3 Respiratory rate
	5.2 Vital signs kit
	    5.2.1 Digital thermometer

VARIABLE	RANGE
	5.2.2 Stethoscope 5.2.3 Sphygmomanometer for children 5.2.4 Cotton balls 5.2.5 Cotton balls receptacle 5.2.6 Alcohol 5.2.7 Wrist watch with second hand
6. Oral hygiene kits	May include: 6.1 Pre-schooler tooth brush 6.2 Tooth paste 6.3 Plastic cup 6.4 Water 6.6 Towel
7. Rituals and activities	May include: 7.1 Tooth brushing 7.2 Personal hygiene 7.3 Story telling 7.4 Singing 7.5 Praying
8. Common Sleep Problems	May include: 8.1 Nightmares 8.2 Night terrors 8.3 Night time awakening

9. Health hazards	May include:
	9.1 Injury or accident
	    9.1.1 Choking
	    9.1.2 Falls
	    9.1.3 Suffocation
	    9.1.4 Poisoning
	    9.1.5 Drowning
	    9.1.6 Animal bites
	    9.1.7 Vehicular accident
	9.2 Common illness
	    9.2.1 Colds and cough
	    9.2.1 Fever
	    9.2.2 Gastrointestinal disturbances
	    9.2.3 Ear infections
	9.3 Basic First Aid

10. Principles of medication administration	May include: 10.1 Ten rights (10 R's) of medication administration 10.2 Common medication abbreviations 10.3 Different routes of medication administration 10.4 Indications of medication 10.5 Side effects of medication 10.6 Steps on how to administer ear medication

11. Documentation	May include:
	11.1 Principles and guidelines for quality documentation and recording
	    11.1.1 Factual
	    11.1.2 Accurate
	    11.1.3 Complete

VARIABLE	RANGE
	11.1.4 Current
	11.1.5 Organized
	11.1.6 Timely
	11.1.7 Comprehensive
	11.2 Assessment report
	11.3 Endorsement report
	11.4 Caregiver support plan / activity care plan

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Performed handwashing procedure
	1.2 Took and recorded Vital Signs
	1.3 Assisted in bathing and dressing/undressing pre-schooler
	1.4 Identified and prepared bathing paraphernalia
	1.5 Prepared nutritious food
	1.6 Applied appropriate feeding techniques
	1.7 Stored food as prescribed
	1.8 Assisted pre-schooler to sleep
	1.9 Demonstrated the ability to asses pre-schooler's needs appropriately
	1.10 Demonstrated the ability to assess the health hazards in the environment and provide safety measures
	1.11 Assisted in administration of prescribed medications as directed by doctor/nurse /parents
	1.12 Provided daily report of toddler's development to appropriate personnel
	1.13 Completed tasks in set time frame
2 Resource Implications	The following resources must be provided with:
	2.1 An appropriate child care work place
	2.2 Facilities, equipment and materials relevant to the unit of competency
	2.3 Relevant textbooks or manuals
	2.4 Relevant paper-based assessment instruments
	2.5 Appropriate assessment venue
3 Method of Assessment	Competency may be assessed through:
	3.1 Demonstration with questioning
	3.2 Interview
	3.3 Direct observation with questioning
4 Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

SECTION 3   TRAINING STANDARDS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **CAREGIVING NC II for newborn, infant, toddler and preschooler ages 0 to 5 years old.**

3.1 CURRICULUM DESIGN

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

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany the curricula.

Course Title: **CAREGIVING (Newborn**   **NC Level:**   **NC II**
                  to Pre-schooler)

Nominal Training Duration:

37	hours	Basic Competencies
112	hours	Common Competencies
316	hours	Core Competencies
465	**hours**	
160	hours	Supervised Industry Learning (SIL)
625	**hours**	**TOTAL**

Course Description:

This course is designed to provide the learner with knowledge, skills and attitude, applicable in performing work activities involve in providing care and support, fostering social, intellectual and emotional development to newborn (0 to 4 weeks), infant (1 month to 1 year old), toddler (1 year to 3 years old) and pre-schooler (3 years to 5 years old). This include classroom learning activities and practical work in actual work site or simulation area.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieve.

BASIC COMPETENCIES
(37 HOURS)

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

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

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

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

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

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

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

	2.2 Identify one's role and responsibility within team	• Role play :
		  ○ individual role and responsibility
		• Role Play
		  ○ Understanding Individual differences
		• Discussion on gender sensitivity
			• Role Play
			• Lecture/ Discussion
				• Role Play
				• Written Test
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.3 Work as a team member	• Participate in group planning activities • Role play : Communication protocols • Participate in the discussion of standard work procedures and practices	• Group work • Role Play • Lecture/ Discussion	• Role Play • Written Test	1 hour
3. Solve/address routine problems	3.1 Identify routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Analyze routine/procedural problems	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.2 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.3 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting			
4. Develop Career and Life Decisions	4.1 Manage one's emotion	• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals • Explain enablers and barriers in achieving personal and career goals • Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. • Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional • Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals • Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.2 Develop reflective practice	• Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy • Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings	• Appreciative Inquiry • Demonstration • Group work	• Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
	5.3 Integrate ideas for change in the workplace	• Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings • Demonstrate basic skills in data analysis	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour

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

6. Present relevant information	6.1 Gather data/ information	• Lecture and discussion on:
		  - Organisational protocols
		  - Confidentiality and accuracy
		  - Business mathematics and statistics
		  - Legislation, policy and procedures relating to the conduct of evaluations
		• Reviewing data/ information
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 hours

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

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

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	• Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	2 hours
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	• Identify the processes on environmental policies • Relate the necessary skills in response to changing environmental policies needs - Waste Management Skills - Conservation of Energy in workplace	• Lecture • Group Discussion • Simulation • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	• Discussion of environmental protection and resource efficiency targets • Analysis on the relevant work procedure	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	8.3 Convey inefficient and ineffective environmental practices	• Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing environment awareness	• Lecture • Group Discussion • Role Play • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	• Case studies on best entrepreneurial practices • Discussion on quality procedures and practices • Case studies on cost consciousness in resource utilization	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	1 hour
	9.2 Communicate entrepreneurial workplace best practices	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• Written Test • Interview	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.3 Communicate entrepreneurial workplace best practices	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• Written Test • Interview	1 hour

COMMON COMPETENCIES
(112 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1 Implement and monitor infection control policies and procedures (32 hours)	1.1 Provide information to the work group about the organization's infection control policies and procedures.	• Lecture and discussion on: - Use of personal protective equipment (PPE) - Transmission of infectious diseases - Concepts and modes of communication - Communication equipment (computer, telephone, cell phone etc.) - OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures - Respecting for patient / client rights - Literacy levels and communication skills of work group members and consequent suitable communication techniques • Demonstrate proper use of personal protective equipment (PPE) • Demonstrate proper hand washing (WHO Standard) • Apply Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) • Demonstrate use of disinfectant • Apply social distancing • Demonstrate operating equipment for communication • Apply effective communicating and interpersonal skills including: - language competence - literacy and reading competence - negotiating Skills - intra and Interpersonal skills	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

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

	1.2 Integrate the organization's infection control policy and procedure into work practices	• Lecture and discussion on:
		  - Use of verbal and non-verbal therapeutic communication
		  - RA 11058 – OSH Law
		  - RA 9008 – Ecological Solid Waste Management Act
		  - RA 856 – Sanitation Code of the Phil.
		  - Hazards and infectious risk
		  - Safe work procedures
		  - Use of computer for documentation and reporting
		• Demonstrate appropriate wearing, removal and disposal of PPE (Personal Protective Equipment)
		• Encourage employees to report hazards and risks in the work place
		• Recognize suggestions of employees to improve infection control practices
			• Lecture (online / face to face)
			• Discussion (online / face to face)
			• Self-Learning
			• Video Presentation (offline / face to face)
			• Demonstration
			• Role play
				• Written test (online / face to face)
				• Interview
				• Portfolio assessment
				• Observation
				• Demonstration with questioning
					12 hours

	1.3 Monitor infection control performance and implement improvements in practices	• Lecture and discussion on:
		  - Key performance indicators of infection control and prevention
		  - Monitoring, surveillance and investigation of infection risks and hazardous events
		  - Aggregate infection control information reports
		• Demonstrate identification, correction and reporting inadequacies in work procedures and infection control measures
			• Lecture (online / face to face)
			• Discussion (online / face to face)
			• Self-Learning
			• Video Presentation (offline / face to face)
			• Demonstration
				• Written test (online / face to face)
				• Interview
				• Portfolio assessment
				• Demonstration with oral questioning
					8 hours

2. Respond effectively to difficult/	2.1 Plan responses	• Lecture and discussion on:
		  - Concepts and modes of communication
		  - Environmental and institutional, rules, guidelines, policies and procedures
			• Lecture (online / face to face)
			• Discussion (online / face to face)
				• Written test (online / face to face)
				• Interview
					12 hours

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Apply intra and interpersonal skills Demonstrate reporting and documentation with accuracy			
	2.3 Report and review incidents	• Lecture and discussion about the concepts of incident reports and documentations • Outline organizational policies in reporting and reviewing workplace incidents • Make use of questioning and debriefing techniques • Demonstrate appropriate incident reporting and documenting in the workplace	• Lecture • Demonstration	• Written test • Demonstration	4 hours
3. Apply basic first aid (24 hours)	3.1 Assess the situation	• Discuss and explain basic anatomy and physiology (parts of the human body) • Classify the mode of communication in an assessing the situation • Discuss and explain first aid principles • Discuss, identify and explain the use of equipment (BP apparatus, pulse oxymeter, digital thermometer etc.) • Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures • Discuss and explain reporting, documentation and use of non-verbal and verbal communication • Identify the abnormal vital signs of patient / client • Identify the mode of communication • Make use of appropriate modes of communication • Demonstrate resuscitation skills	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Utilize operating equipment as required for the assessment of patient / client • Apply safe manual handling of casualty • Adapt OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures • Reporting preparation • Make use of intra and Interpersonal skills • Demonstrate appropriate incident reporting and documenting			
	3.2 Apply basic first aid techniques	• Lecture and discussion about training application of first aid • Discuss and explain the proper use of equipment for first aid response (ambubag, oxygen etc.) • Compare the normal and abnormal vital signs • Analyze the needs for first aid • Demonstrate first aid procedures • Utilize operating equipment as required for the assessment of patient / client • Illustrate OHS, infection control, environmental and institutional, rules, guidelines, policies and procedures • Make use of verbal and non-verbal communication • Make use of intra and interpersonal skills • Demonstrate appropriate incident reporting and documenting	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours
	3.3 Communicate details of the incident	• Lecture and discussion about concepts of communication in an accident/incident situation	• Lecture (online / face to face)	• Written test (online / face to face)	4 hours

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

| 4. Maintain high standards of patient / client services (32 hours) | 4.1 Communicate appropriately with patients / clients | • Lecture and discussion on:
- Mathematical operations such as addition, subtraction, division, multiplication
- Concepts on modes of communication
- Equipment needed for communication (computer, cell phone, and other forms of media)
- Roles and responsibilities of self and other workers within the organization
- Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others
- Institutional policy on patient / client rights and responsibilities
- Reporting and documentation with accuracy
• Apply mathematical operations such as addition, subtraction, division, multiplication
• Read and understand client handling and interaction
• Define concepts and mode of communication
• Demonstrate following instructions and guidance of health professionals involved with the care of patient / client
• Show how to deal with conflict
• Participate in the discussion of client handling and interaction
• Participate in the demonstration in communicating properly with different types of clients, and of different nationalities
• Participate in the demonstration in delivering correct information to the client
• Demonstrate empathy with patient / client and relatives | • Lecture (online / face to face)
• Discussion (online / face to face)
• Self-Learning
• Video Presentation (offline / face to face)
• Demonstration
• Role play | • Written test (online / face to face)
• Interview
• Portfolio assessment
• Observation
• Demonstration with questioning | 12 hours |

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Apply intra and Interpersonal skills			

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

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

CORE COMPETENCIES
(316 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Participate in the implementation of newborn's care plan	1.1 Follow and implement newborn care plan	• Read and understand the newborn care plan done by doctors/nurses and parents • Read and understand therapeutic communication • Use therapeutic communication • Apply legal and ethical standards of health care • Confirm care plan details of newborn • Collaborate with other health care workers • Identify parent's role and responsibilities • Interpret caregiver's roles and responsibilities • Plan action and management • Apply decision making skills • Apply interpersonal skills • Demonstrate keen attention to details • Demonstrate good documentation skills	• Interactive discussion using power point presentation • Group discussion • Role play	• Oral question • Written examination	8 hours
2. Develop ability to recognize newborn's growth and development	2.1 Establish and maintain social, intellectual and emotional development of newborn	• Read and understand the different stages of growth and development • Read and understand the different theories of growth and development • Read and understand appropriate methods, activities and non-verbal cues of distressed newborn • Apply appropriate carrying and cuddling of newborn • Apply communication and interaction purposes	• Interactive discussion using power point presentation • Demonstration with guided demonstration	• Oral question • Written examination • Graded demonstration	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Develop security and trust to newborn	• Read and understand the different stages of growth and development • Read and familiarize the appropriate carrying/cuddling of newborn • Read and understand the personal needs of newborn • Apply appropriate carrying and cuddling of newborn • Attend to the needs of newborn • Apply nurtured attitude	• Interactive discussion using power point presentation • Demonstration with guided demonstration	• Oral Question • Written Test • Observation • Graded demonstration	4 hours
	2.3 Maintain daily records and reports of newborn development	• Read and understand the definition of records, reports, documents and forms • Read and understand the proper procedure in documenting and reporting • Read and understand the proper storage of documents. • Apply documentation and reporting skills • Use forms	• Interactive discussion with power point presentation	• Oral question • Written examination	1 hour
3. Perform caring skills for newborn	3.1 Provide safety of the newborn at all times	• Read and understand the principles of infection control • Read and understand appropriate handwashing technique. • Read and familiarize on the assessment of umbilical cord • Read and familiarize on carrying/cuddling techniques • Read and familiarize on swaddling of the newborn • Read and familiarize on cord care dressing • Read and understand RA9288 • Read and understand PD996	• Interactive discussion using power point presentation • Group discussion • Demonstration with return demonstration	• Oral question • Written examination • Graded demonstration	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Participate in demonstration of appropriate handwashing techniques • Assess umbilical cord • Participate in demonstration of appropriate cord care dressing • Participate in demonstration of appropriate carrying/cuddling technique of the newborn • Participate in demonstration of swaddling technique • Maintain newborn's room • Use hairnet, mask, gloves and disinfectant as needed • Advise parents about newborn screening test • Assess properly immunizations' side effects			
	3.2 Provide and maintain regular feeding schedule of newborn at all times	• Read and understand breastfeeding technique according to WHO guidelines and Philippine law. • Read and familiarize the different position of newborn while feeding using milk formula • Read and understand correct procedure of sterilization of feeding bottles, nipples • Read and familiarize procedure for preparing milk formula • Read and understand proper positioning of newborn while feeding • Participate in demonstration of appropriate procedure in feeding newborn using formula milk • Read and understand WHO Exclusive Breast Feeding Act (Phil. Law) • Read and understand EO 51 Milk Code (Phil. Law)	• Interactive discussion using power point presentation • Demonstration with return demonstration	• Oral Question • Observation • Written examination • Graded demonstration	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Read and understand benefits of breast milk • Apply appropriate handwashing techniques • Teach appropriate breastfeeding techniques and position • Teach appropriate cleaning of mother's breast before feeding • Follow sterilization procedures • Follow milk formula preparation procedures • Follow appropriate positioning of newborn while feeding • Participate in demonstration of appropriate burping techniques • Clean and sterilize feeding bottles and other utensils			
	3.3 Provide and maintain proper bathing and dressing the newborn	• Read and understand the different paraphernalia in bathing newborn • Read and familiarize the vital sign kit • Read and understand the appropriate techniques in taking vital signs of newborn • Read and understand bathing procedure for newborn • Participate in demonstration of appropriate bathing procedure for newborn • Use of kitchen counter top • Read and familiarize different newborn clothes and paraphernalia • Participate in demonstration of appropriate dressing of newborn • Use vital signs kit • Participate in demonstration of appropriate checking of vital signs	• Interactive discussion using power point presentation • Demonstration with return demonstration	• Oral Question • Observation • Written examination • Graded demonstration	40 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Participate in demonstration of how to swaddle newborn • Apply proper use of comforter			
	3.4 Establish and maintain safety procedure in changing diaper	• Read and familiarize the different supplies needed in changing diaper of newborn • Read and understand safety precautions while changing diaper • Read and understand how to assess newborn's skin integrity specifically genital and buttocks area • Read and understand safety precautions while changing diaper • Read and understand the normal state of urine and stool of newborn • Read and understand different complications of infrequent of changing newborn's diaper • Read and familiarize with Sanitation Code of the Phil (PD 856) and Ecological Solid Waste Management Act (RA 9003) • Follow safety precautions in changing diaper • Participate in demonstrating appropriate procedure in changing diaper • Assess newborn's skin integrity • Determine normal urine and stool • Follow appropriate waste disposal	• Interactive discussion using power point presentation • Demonstration with return demonstration	• Oral Question • Observation • Written examination • Graded demonstration	8 hours
	3.5 Provide and maintain personal hygiene of newborn at all times	• Read and understand personal hygiene of newborn • Read and familiarize the paraphernalia needed in personal hygiene and the newborn's crib • Apply appropriate hygiene procedure • Apply appropriate ways in changing diaper	• Interactive discussion with power point presentation	• Oral question • Written examination • Graded demonstration	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Follow safety procedures in changing diaper • Follow appropriate waste disposal			
	3.6 Provide daily report of newborn's development	• Read and understand the meaning of documentation and reporting • Read and understand principles and guidelines for quality documentation and recording • Apply documentation and reporting skills • Use forms • Use of computer	• Interactive discussion • Group discussion	• Oral question • Written examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Participate in the implementation of infant's care plan	4.1 Follow and implement infant care plan	• Read and understand the infant care plan done by doctor, nurse and parents • Read and understand therapeutic communication • Apply therapeutic communication • Apply legal and ethical standards of health care • Confirm care plan of details of infant • Collaborate with other health care workers • Identify parent's role and responsibilities • Interpret caregiver's roles and responsibilities • Plan action and management	• Interactive discussion with power point presentation	• Oral question • Written examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Provide physical needs, care and support to infant	5.1 Establish and maintain the principles of safety in the care of infant	• Read and understand the principles of infection control • Read and understand the definition of disinfection and sterilization • Read and understand proper hand washing technique • Demonstrate hand washing technique • Read and enumerate the different personal protective equipment (PPE) and their usage • Read and understand the infant's reflexes • Read and understand the definition of gross and fine motor development • Read and understand the different kinds of immunization for infant according to PD 996 (Compulsory Immunization of Newborn and Children) and enumerate side effects • Read and understand the techniques in cuddling/carrying of infant • Read and understand the appropriate toys according to age • Apply appropriate handwashing techniques • Apply carrying/cuddling technique to infant • Assess minor side effects of immunization • Observe and manage common concerns and health problems • Avoid common accidents • Apply basic first aid procedure • Participate in demonstration of Cardiopulmonary resuscitation for infant • Participate in demonstration of choking first aid procedure for infant	• Interactive discussion using power point • Presentation • Film showing • Demonstration with guided demonstration	• Oral question • Observation • Written examination • Graded demonstration	32 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Provide and maintain personal hygiene and proper bathing and dressing of infant	• Read and understand the different paraphernalia in bathing infant • Read and understand the viral sign kit used for infant • Read and understand the appropriate techniques in taking the vital signs of infant • Read and understand the bathing procedure for infant • Participate in demonstrating the proper procedure of bathing the infant • Read and familiarize the different infant dress and paraphernalia • Participate in demonstrating the proper dressing of infant • Check vital signs	• Interactive discussion using power point presentation • Demonstration with return demonstration	• Oral question • Written examination • Graded demonstration	16 hours
	5.3 Maintain regular feeding schedule for infant at all times	• Read and understand the adequate nutritional requirements of infant • Read and understand the techniques for feeding solid foods for infant • Read and understand the different solid food requirement according to age • Participate in meal planning and preparation of infant's meal according to age • Teach appropriate breastfeeding techniques to mother • Apply handwashing techniques • Teach appropriate cleaning of mother's breast before feeding infant • Follow sterilization procedure • Follow milk formula preparation procedure	• Interactive discussion using power point presentation • Demonstration with guided demonstration	• Oral question • Written examination • Graded demonstration	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Apply appropriate position of infant while feeding • Select and prepare nutritious food of infant according to age • Apply appropriate burping techniques to infant • Follow techniques for feeding solid foods			
	5.4 Establish and maintain safety procedure in changing diaper	• Read and familiarize with the different supplies needed in changing diaper of infant • Read and understand safety precautions while changing diaper • Read and understand how to assess infant's skin integrity specifically genital and buttocks region • Read and understand safety precautions while changing diaper • Read and understand the normal state of urine and stool of infant • Read and understand different complications of infrequent of changing infant's diaper • Read and familiarize with Sanitation Code of the Phil (PD 856) and Ecological Solid Waste Management Act (RA 9003) • Apply appropriate techniques in changing diaper • Follow safety precautions • Assess skin integrity • Assess normal urine and stool • Follow appropriate waste disposal	• Interactive discussion using power point presentation • Observation	• Oral question • Written examination	8 hours
	5.5 Provide and maintain safety procedure in	• Read and enumerate the different safety sleeping positions of infant	• Lecture-Discussion • Observation	• Oral question • Writtenm examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	putting infant to sleep	• Read and understand the preparation of infant's crib • Prepare infant's crib • Follow appropriate sleeping position for infant			
	5.6 Establish and maintain appropriate assisting and limitations in administration of prescribed medication	• Read and understand principles of medication administration • Read and understand the ten rights of medication administration • Read and understand common medication abbreviation • Develop the ability to assist in medication administration • Observe and report untoward medication reaction	• Lecture – discussion • Observation	• Oral question • Written examination	8 hours
	5.7 Provide daily report of the infant's development	• Read and understand appropriate documentation of the observations • Read and understand appropriate documenting and reporting of procedures • Read and understand appropriate use of forms • Apply documentation and reporting skills • Use appropriate forms	• Lecture discussion • Observation	• Oral question • Written examination	1 hour
6. Foster physical social, intellectual and emotional development of infant	6.1 Establish and maintain the physical, social, intellectual and emotional development of infant	• Read and understand stages of growth and development • Read and understand gross and fine motor development according to age • Read and understand the therapeutic communication • Read and understand the difference between verbal and non- verbal communication technique for infant • Read, enumerate and explain the different therapeutic communication techniques	• Interactive discussion using power point presentation • Role Playing	• Oral question • Written examination	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Participate in demonstration of therapeutic use of communication to infant • Read and understand the different nursery rhymes and songs introduced to infant according to age • Identify different types of infant's reflexes • Identify different sensory development • Enhance gross and fine motor development • Respond appropriately to distressed infant • Apply appropriate carrying and cuddling to infant • Select appropriate toys and educational play activities • Enhance physical, social, intellectual and emotional development			
	6.2 Provide and maintain infant's security and develop trust	• Read and understand stages of growth and development • Read and familiarize the appropriate carrying/cuddling of infant • Read and understand the personal needs of infant • Read and understand therapeutic techniques • Apply appropriate carrying and cuddling of infant • Attend to the needs of infant	• Interactive discussion using power point presentation • Observation	• Oral question • Written examination	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.3 Maintain daily records and reports of infant development	• Read and understand the definition of records, reports, documents and forms • Read and understand the proper procedure in documenting and reporting • Participate in demonstrating proper documenting and reporting procedures • Read and understand the proper storage of documents	• Lecture - discussion	• Oral question • Written examination	1 hour
7. Participate in the implementation and monitoring of toddler's care plan	7.1 Follow and implement toddler care plan	• Read and understand the toddler care plan done by doctors/nurses and parents • Read and understand therapeutic communication • Apply legal and ethical standards of health care • Use therapeutic communication • Confirm care plan details of toddler • Collaborate with other health care workers • Identify parent's role and responsibilities • Interpret caregiver's roles and responsibilities • Plan action and management • Apply decision making skills • Apply interpersonal skills • Demonstrate keen attention to details • Demonstrate good communication skills	• Interactive discussion using power point presentation	• Oral question • Written examination	2 hours
8. Develop the ability to recognize toddler's growth and development	8.1 Enhance and maintain physical development of toddler	• Read and understand stages of growth and development of toddler • Enhance gross motor and fine motor development • Select appropriate toys and educational play activities	• Interactive discussion with power point presentation • Role playing	• Oral question • Written examination	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Enhance physical development with appropriate activities			
	8.2 Establish and maintain role and responsibilities in the social development of toddler	• Read and understand socialization and behavioral pattern of toddler • Read and understand ways to minimize toddler's anxiety • Read and understand therapeutic communication use for toddler • Enhance social, emotional and cognitive development • Observe behavior patterns • Manage temper tantrums • Enhance language development • Identify common fears of toddler • Apply ways to minimize anxiety	• Interactive discussion with power point presentation • Role playing	• Oral question • Written examination	4 hours
	8.3 Establish and maintain toddler's autonomy and independence	• Read and understand stages of growth and development • Read and understand theories of growth and development • Read and understand play activities and toys for toddler • Promote autonomy • Provide appropriate play activities and toys	• Interactive discussion with power point presentation	• Oral question • Written examination	2 hours
	8.4 Establish and maintain trusting relationship with the toddler	• Read and understand stages and theories of growth and development of toddler • Apply nurture attitude • Promote a healthy environment • Promote autonomy • Promote guidelines in setting discipline	• Interactive discussion with power point presentation • Role Playing	• Oral question • Written examination	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.5 Maintain daily records and reports of toddler development	• Read and understand the definition of records, reports, documents and forms • Read and understand the proper procedure in documenting and reporting • Participate in demonstrating proper documenting and reporting procedures • Read and understand the proper storage of documents	• Interactive discussion with power point presentation	• Oral question • Written examination	1 hour
9. Perform caring skills for toddler	9.1 Establish and maintain the principles of safety in the care of toddler	• Read and understand the principles of infection control • Read and understand proper hand washing techniques • Apply appropriate handwashing techniques • Apply safety of toddler's environment	• Interactive discussion using power point presentation	• Oral question • Written examination	2 hours
	9.2 Establish and provide regular schedule for feeding toddler	• Read and understand the adequate nutritional requirements of toddler • Read and understand the techniques for feeding foods for toddler • Read and understand the different solid food requirement according to age • Participate in meal planning and preparation of toddler's meal according to age • Apply handwashing techniques • Apply appropriate position of toddler while feeding • Select and prepare nutritious food for toddler according to age	• Interactive discussion using power point presentation • Demonstration with guided demonstration • Observation	• Oral question • Written examination • Graded demonstration	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.3 Provide and maintain personal hygiene and proper bathing and dressing of toddler	• Read and understand the different paraphernalia in bathing toddler • Read and understand the viral sign kit used for toddler • Read and understand the appropriate techniques in taking the vital signs of toddler • Read and understand the bathing procedure for toddler • Participate in demonstrating the proper procedure of bathing the toddler • Participate in demonstrating the proper dressing of toddler • Check vital signs	• Interactive discussion using power point presentation • Demonstration with return demonstration	• Oral question • Written examination • Graded demonstration	8 hours
	9.4 Establish and promote toilet independence	• Read and understand stages of growth and development • Read and understand the importance of determining toddler's readiness for toilet training • Read and understand the benefits of proper toilet training • Teach and apply the use of potty trainer • Apply safety precautions in handling toddler • Follow appropriate waste disposal	• Interactive discussion using power point presentation • Observation	• Oral question • Written examination	4 hours
	9.5 Establish and maintain toddler's teeth healthy at all times	• Read and understand the foods to avoid to lessen cavities • Teach the importance of proper checking of teeth regularly • Teach the benefits of regular dental visits • Promote and maintain healthy teeth by assisting toddler in oral hygiene and changing oral kits regularly	• Interactive discussion using power point presentation	• Oral question • Written examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.6. Establish and maintain safety procedure in changing diaper	• Read and understand safety precautions while changing diaper • Read and understand how to assess toddler's skin integrity specifically genital and buttocks region • Read and understand the normal state of urine and stool of toddler • Read and understand different complications of infrequent of changing toddler's diaper • Read and familiarize with Sanitation Code of the Phil (PD 856) and Ecological Solid Waste Management Act (RA 9003) • Apply appropriate techniques in changing diaper • Follow safety precautions • Assess skin integrity • Assess normal urine and stool • Follow appropriate waste disposal	• Interactive discussion using power point presentation • Observation	• Oral question • Written examination	4 hours
	9.7 Establish and maintain regular sleeping pattern of toddler	• Read and understand sleeping patterns of toddler • Read and understand safety measures while toddler is sleeping • Prepare toddler's crib/bed • Follow healthy sleep patterns	• Interactive discussion with power point discussion • Film showing	• Oral question • Written examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.8 Establish and provide safety and prevention of injury and accident	• Observe and manage common concerns and health problems • Avoid common accidents • Apply basic first aid procedure • Participate in demonstration of Cardiopulmonary resuscitation for toddler • Participate in demonstration of choking first aid procedure for toddler	• Interactive discussion with power point • Demonstration with guided demonstration • Film showing	• Oral question • Written examination • Graded demonstration	16 hours
	9.9 Establish and maintain appropriate assisting and limitations in administration of prescribed medication	• Read and understand principles of medication administration • Read and understand the ten rights of medication administration • Read and understand common medication abbreviation • Demonstrate knowledge in assisting medication administration • Observe appropriately untoward reactions of prescribed medication	• Interactive discussion using power point presentation	• Oral question • Written examination	4 hours
	9.10 Establish and maintain accurate documentation recording and reporting	• Read and understand principles of proper documentation and reporting • Apply documentation and reporting skills • Use appropriate forms	• Interactive discussion with power point presentation	• Oral question • Written examination	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
10. Participate in the implementation and monitoring of pre-schooler's care plan	10.1 Follow and implement pre-schooler care plan	• Read and understand the pre-schooler care plan done by doctors/nurses and parents • Read and understand therapeutic communication • Apply therapeutic communication • Apply legal and ethical standards of health care • Confirm care plan details of pre-schooler • Collaborate with other health workers • Identify parent's role and responsibilities • Interpret caregiver's roles and responsibilities • Plan action and management • Apply decision making skills • Apply interpersonal skills • Demonstrate keen attention to details • Demonstrate good documentation skills	• Interactive discussion with power point presentation	• Oral question • Written examination	1 hour
11. Develop the ability to recognize pre-schooler's growth and development	11.1 Establish and enhance the physical development of pre-schooler	• Read and understand stages of growth and development of pre-schooler • Read and understand gross and fine motor development • Read and understand physical needs of pre-schooler • Enhance gross motor and fine motor • Determine appropriate play activities	• Interactive discussion with power point presentation	• Oral question • Written examination	2 hours
	11.2 Establish and maintain the role of caregiver in social and cognitive development of pre-schooler	• Read and understand stages of growth and development of pre-schooler • Read and understand behavioral pattern of pre-schooler • Read and understand language development • Read and understand guidelines in management of fear and anxiety	• Interactive discussion with power point presentation • Role play	• Oral question • Written examination	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Enhance social, emotional, cognitive and moral development • Identify behavior patterns • Promote initiative • Provide appropriate play and toys • Observe language development • Identify common fears of pre-schooler • Apply guidelines in management of fears			
	11.3 Establish and maintain trusting relationship	• Read and understand stages of growth and development of pre-schooler • Read and understand physical needs of pre-schooler • Read and understand how to recognize positive behavior of pre-schooler • Promote healthy development • Provide nurture attitude • Provide physical needs • Promote guidelines in setting discipline	• Interactive discussion with power point presentation • Role play	• Oral question • Written examination	4 hours
	11.4 Maintain daily records and reports of pre-schooler development	• Read and understand the definition of records, reports, documents and forms • Read and understand the proper procedure in documenting and reporting • Participate in demonstrating proper documenting and reporting procedures • Read and understand the proper storage of documents	• Interactive discussion with power point presentation	• Oral question • Written examination	1 hour
12. Perform caring skills for pre-schooler	12.1 Establish and maintain a safe and clean environment	• Read and understand the principles of infection control • Apply appropriate handwashing techniques • Apply safety of toddler's environment • Provide a clean environment	• Lecture discussion • Observation	• Oral question • written examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	12.2 Establish and maintain a regular feeding schedule	• Read and understand the adequate nutritional requirements of pre-schooler • Read and understand the techniques for feeding foods for pre-schooler • Read and understand the different nutritional food requirements • Participate in meal planning and preparation of meal • Apply handwashing techniques • Select and prepare nutritious food for pre-schooler • Teach the food pyramid	• Interactive discussion using power point presentation • Demonstration with guided demonstration	• Oral question • Written examination • Graded demonstration	8 hours
	12.3 Assist in bathing and dressing pre-schooler	• Read and understand the different paraphernalia in bathing pre-schooler • Read and understand the vital signs kit • Read and understand the appropriate techniques in taking the vital signs for pre-schooler • Participate in demonstrating how to assist pre-schooler in bathing • Participate in demonstrating the proper dressing • Check vital signs	• Lecture discussion	• Oral question • Written examination	4 hours
	12.4 Establish and maintain healthy teeth of pre-schooler	• Read and understand the foods to avoid to lessen cavities • Teach the importance of proper checking of teeth regularly • Teach the benefits of regular dental visits • Promote healthy teeth by assisting toddler in oral hygiene and changing oral kits regularly	• Lecture discussion	• Oral question • Written examination	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	12.5 Establish and maintain healthy sleep patterns and schedule of pre-schooler	• Read and understand healthy sleep patterns for pre-schooler • Read and understand common sleep problems • Prepare pre-schooler's bed • Follow healthy sleep patterns • Identify common sleep problems of pre-schooler	• Interactive discussion with power point presentation	• Oral question • Written examination	4 hours
	12.6 Establish and maintain appropriate assisting and limitations in administration of prescribed medication	• Read and understand principles of medication administration • Read and understand the ten rights of medication administration • Read and understand common medication abbreviation • Demonstrate knowledge in assisting on medication administration • Observe appropriately untoward reactions of prescribed medication	• Interactive discussion with power point presentation	• Oral question • Written examination	4 hours
	12.7 Maintain daily records and reports of pre-schooler's development	• Read and understand the definition of records, reports, documents and forms • Read and understand the proper procedure in documenting and reporting • Participate in demonstrating proper documenting and reporting procedures • Read and understand the proper storage of documents. • Apply skills in documentation and report • Use appropriate forms	• Interactive discussion with power point presentation	• Oral question • Written examination	1 hour

3.2   TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

    a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)

    b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

    c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.

    d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;

    e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.

    f. Training program allows for recognition of prior learning (RPL) or current competencies;

    g. Training completion is based on satisfactory completion of all specified competencies not on the specified nominal duration of learning.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

    ### 2.1 Institution- Based:

    - Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

    - Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

    - Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training

programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

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

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

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

2.3 Community-Based

- Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in this program must possess the following requirements:

- Completed at least 10 years basic education or Holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent;
- Basic communication skills

3.4   TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of **25 trainees** for CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II.

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

TRAINING CENTER OFFICE

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Computer table
3	SETS	Office table (regular size) with chairs
2	PC	Steel cabinet
1	SET	Computer with complete accessories and applications
1	UNIT	Telephone with internet
1	SET	Printer
1	UNIT	Air conditioning unit
1	PC	Wall clock
2	SET	First Aid Kit
1	PC	Rechargeable Emergency Lamp
2	PC	Fire Extinguisher
1	PC	Bulletin board
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Scissors
1	PCS	Stapler
1	PCS	Puncher
1	PC	White board eraser
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	REAM	A4, letter, legal bond paper (each)
25	PCS	Long, short Folder each
25	PCS	Long, short Envelop each
1	REAM	A4, letter, legal bond paper (each)
1	BOX	Fastener
1	BOX	Staple wire
3	PCS	Ballpen / ink correction tape / fluid
1	BOX	Paper clip
2	PCS	White board markers (RED, BLUE, BLACK (each)
3	PCS	Pencil eraser
INSTRUCTIONAL MATERIALS and LEARNING GUIDES		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	COPY	Session plans per unit of competency

1	COPY	On the Job Training (OJT) program
25	COPIES	Trainees Record Books
1	COPY	Summative assessment tools per unit /cluster of units of competency

CONTEXTUAL LEARNING AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	POSTER	Progress chart for 25 trainees for the qualification
1	POSTER	List of competency standards for the qualification
1	PC	Wall clock
25	PC	Arm chairs
2	PC	Long Table
1	UNIT	LCD projector
1	PC	White board (big)
5	PC	White board marker
2	PC	White board eraser
1	PC	Trainer Chair
1	PC	Trainer Table with drawer
1	UNIT	Airconditioning unit

LEARNING RESOURCE AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SETS	Desktop computer with internet access
2	SET	Long table with 4 chairs
2	UNITS	Bookshelves
1	COPY	Relevant Training Regulation for the qualification
2	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Outcome-based Training Curriculum for the qualification
2	COPIES EACH	Relevant Philippine laws and regulations- • RA 11058 OSH Law • RA 10173 Data Privacy law • RA 9003 Ecological Solid Waste Management Act of 2000 • RA 6969 Toxic Substances & Hazardous & Nuclear Wastes Control Act of 1990 • PD 856 Code on Sanitation of the Philippines • Senate Bill 2261 Caregivers Welfare Act • RA 7164 Philippine Nursing Act • RA 10918 New Pharmacy Law
2	COPIES	WHO Guidelines on infection prevention and control

2	COPIES EACH	Text reference or book reference • Fundamentals of Caregiving • Fundamental of Nursing • Caregiving for newborn to preschooler • Nurses Pocket Guide • Medical dictionary • MIMs / PPD • Principles and practice of therapeutic communication • Principles and practice of ergonomics • Basic human anatomy • Basic human physiology • Principle of Growth and Development • Principles in hygiene practices and techniques • Principles in therapeutic techniques • Maternal and Child Nursing • Caring For young baby and young Child • Early Childhood Assessment • The social stages of play • Child and adolescent psychiatry • Caregivers Care plan or Nursing Care plan • Ethical and legal standard of care (local and abroad) • Principles of Infection Control • Newborn Screening • Immunization for neonate to children
5	COPIES	The alphabet book
5	COPIES	Puzzle books
5	COPIES	Coloring books
2	COPIES	Go, GROW, GLOW poster
2	COPIES	Text reference on
2	COPIES EACH	Audiovisual Video presentation • Handwashing techniques • Gloving technique • Wearing of Personal protective equipment • Bathing of the newborn, infant, toddler, and preschooler • Cleaning of the Neonatal cord • Undressing and dressing newborn, infant, toddler, and preschooler • Oral care for, infant, toddler, and preschooler • Changing diaper and diapering newborn, infant and toddler • Bottle Sterilization • Preparing Milk formula among newborn, infant, toddler, and preschooler

		• Bottle Feeding
		• Preparing solid food for infant
		• Preparing snack for toddler and preschooler
		• Feeding technique for toddler and preschooler
		• Putting of the newborn, infant, toddler, and preschooler to sleep
		• Types of play among newborn, infant, toddler, and preschooler
		• Vital signs taking for newborn, infant, toddler, and preschooler
		• Head to toe assessment for newborn, infant, toddler, and preschooler
		• Carrying Techniques for newborn, infant, and toddler
		• Putting newborn, infant, toddler, and preschooler into care seat
		• Common Injuries and Accident among newborn and children
		• Basic First aid and Basic Life Support with AED for children
		• Different route of giving medication among newborn, infant, toddler, and preschooler
		• Newborn Screening Test Procedures

WORKSHOP / PRACTICAL WORK   AREA

UC: 1. PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF NEWBORN'S CARE PLAN		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper

1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)

INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Participating in the Implementation and Monitoring of Newborn's Care Plan

UC: 2. DEVELOP THE ABILITY TO RECOGNIZE NEWBORN'S GROWTH AND DEVELOPMENT		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Developing the ability to recognize newborn's growth and development

UC: 3. PERFORM CARING SKILLS FOR NEWBORN		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Automatic Hand dryer (*RPM: 2800, Drying Time: 21 sec, Air Speed: 14m/sec, Dimension 240x240x230MM)
1	PC	Portable Lavatory (Sink Size (s or l x h): 390 mm, Depth sink (h): 150 mm, Flow rate: 15lt/min)
1	PC	Hand Sanitizer Dispenser (Power Supplier: 4pcs C size batteries or AC adapter, N.W. : 08/1.0kg, Pump mode: Liquid, foam, spray and Installation mode: wall mounted)

1	PC	Battery Operated Breast Pump
1	PC	Bottle Sterilizer (Type: Electric, Size: 320 (H), 235 (W), 235 (L), Weight 1.5-2kg),
1	PC	Electric air pot (3 ways of dispense: electric cup touch, air pump, over heating protection, Capacity: 4.0L/5.0L
1	PC	Water Dispenser (With Hot and Cold Dispenser, With cup holder and indicator lamp, Size: 27 (L) X 28 (W) x 85 (H))
3	PCS	Baby Bathtub (Material: Plastic, Color: Any color)
1	PC	Diaper Changing Table (use for changing diaper)
2	PCS	Neonate Dummy for bathing
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
TOOLS		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
5	PCS	Hand towel (Size 20 "x 28", Color: Different Color)
3	PCS	Cotton Balls canister (Type; Stainless Steel, Size: Small, Medium, Large)
3	PCS	Kidney basin (size : 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	PC	Room thermometer (- Length: Scale length - 120mm)
2	PCS /EACH	Basin (Size: small, Medium, Large)
3	PCS	Breast pump (Type: Manual, Material: Glass)
3	PCS	Bottle brush
3	PCS	Teat brush
3	PCS / EACH	Baby bottle (120 ml -3 pcs, 240ml -3 pcs, 300ml-3pcs)
3	PCS	Bottle tong
3	PCS	Milk dispenser (Type: Plastic, Portable, 3 layers)
3	PCS	Bathtub Spout cover (To cover the nozzle of faucet)
2	PCS	Bath Thermometer (To measure temperature of water)
5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
5	PCS	Face towels (Size 12 x 12 inches, Color: Different Color)
2	PCS	Nail cutter (intended for baby)
2	PCS	Comb (To fix the hair, Type: Plastic: Design and Color: Any color and cartoon character design)
1	PC	Soft hooded baby towels
2	PCS	Dipper (Size: Medium, Color: Any)
2	PCS	Pale (Size: Medium, Color: Any)
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
2	PCs / EACH	Digital Thermometer (Type: Oral, Anal, Axilla, Tympanic, Forehead, Quantity: 1pc/type)
2	PC s	Tympanic Thermometer
2	PCS	Stethoscope (Size: 35 mm, Type: Surgical Stainless steel)

1	PC	Wall Clock (Type: Quartz Analog, Size: 30.5 * 30.5* 4.3 cm, Material; Plastic)
1	PC	Trash Bin (Color Coded: Yellow, Green and Black)
1	PC	Nursery rhyme Music box
1	PC	Baby Monitor Walkie Talkie
1	PC	Blanket (Size: 80x110 cm, Color: Any Color)
1	PC	Cot Duvet Cover (Size: 80x120 cm, Color: Any Color)
1	PC	Pillow (Size: 30x40 cm, Color: Any Color)
1	PC	Pillow case (Size: 30x40 cm, Color: Any Color)
1	PC	Baby crib linen (Size: 80x120 cm, Color: Any Color)
1	PC	Waterproof Mattress protector (Size: 56x 118x 14 cm, Color: Any Color)
1	PC	Cot Flat Sheet (Size: 150 x 180 cm, Color: Any Color)
1	PC	Cot Fitted Sheet (Size: 56x 118x 14 cm, Color: Any Color)
1	PC	Cot Playmat (Size: 120 x 120 cm, Color: Any Color)
2	PCS	Bonnet
2	PCS	Mittens
2	PCS	Booties or neonate socks
2	PCS	Upper garment (neonate, -1pc for each age and gender, color: colorful or white)
2	PCS	Lower garment (neonate, -1pc for each age and gender, color: colorful or white)
1	PC	Nursery Rhyme Music box
1	PC	Rattles
1	PC	Large rings
1	PC	Squeeze toys
1	PC	Teething toys
1	PC	Soft dolls
MATERIALS		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
5	PCS	70 % Alcohol (Net Weight: 500 ml)
6	PCS	Bar soap (Net weight: 100g, Intended for Handwashing and Infant Bathing)
1	PCS	Liquid soap (Net Weight: 1000 ml)
5	PCS	Cord clamp
5	PACKS	Cotton Balls (100pcs)
26	PCS	Hairnet (Color: Black)
2	BOXES	Surgical face mask (Mask type: 3 Ply Ear loop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
26	PCS	Surgical Gloves (Type: Latex, Sizes: 5 – 8)
1	PC	Immunization Flip chart (Contains: Different Types of Immunization based on DOH & WHO Requirements)
6	PCS	Flannel blanket
2	PCS	Surface Disinfectant (Form of: tablets, Spray Diffuser, Wet wipes, Granules)
1	PC	Dishwashing Liquid (Net Weight: 1000 ml)
2	BOXES	Milk Formula (Net Weight: 1kg, Type: Powder)

2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
2	PACKS	Diaper (for Baby)
5	PCS	Hypoallergenic Soap (Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)
5	PCS	Hypoallergenic Shampoo (Form: Liquid, Net Weight: 300 ML)
5	PCS	Baby Lotion (Net Weight: 800ml, Hypoallergenic)
5	PCS	Baby Cologne (Net Weight: 6.80 oz)
2	PCS	Cotton buds (To clean the ear)
2	PACKS	Wet Wipes (Size: 20 x 15 cm, Alcohol free, disposable)
5	PCS	Personal Protective Equipment: Disposable Gown
2	PCS	Chamois
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Performing caring skills for newborn

UC: 4. PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF INFANT'S CARE PLAN		
EQUIPMENT		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper

1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)

INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Participating in the Implementation and Monitoring of Infant's Care Plan

UC: 5. PROVIDE PHYSICAL NEEDS, CARE AND SUPPORT TO INFANT		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Automatic Hand dryer (*RPM: 2800, Drying Time: 21 sec, Air Speed: 14m/sec, Dimension 240x240x230MM)
1	PC	Portable Lavatory (Sink Size (s or l x h): 390 mm, Depth sink (h): 150 mm, Flow rate: 15lt/min)
1	PC	Hand Sanitizer Dispenser (Power Supplier: 4pcs C size batteries or AC adapter, N.W.: 08/1.0kg, Pump mode: Liquid, foam, spray and Installation mode: wall mounted)
1	PC	Battery Operated Breast Pump
1	PC	Bottle Sterilizer (Type: Electric, Size: 320 (H), 235 (W), 235 (L), Weight 1.5-2kg),
1	PC	Electric air pot (3 ways of dispense: electric cup touch, air pump, over heating protection, Capacity: 4.0L/5.0L
1	PC	Water Dispenser (With Hot and Cold Dispenser, With cup holder and indicator lamp, Size: 27 (L) X 28 (W) x 85 (H))
1	PC	Induction Cooker (Type: Single, Temperature: 150 F – 450 F, Voltage: 220 V)
1	PC	Electric Kettle (Capacity: 2.0 L, With Water level Indicator, 220-240 Volt, Net Weight: 3.5-4.0 lb.)
1	PC	Refrigerator (Small) (Capacity; 40 L, Temperature 0 to 8 degrees, Size: 440Lx400x550 mm, Net weight (16.5 kg)
1	PC	Infant's Crib (Size: 28 'W, 52 "L,)
1	PC	Infant Crib Mattress (Size: 27" W, 51 "L, No more than 6 " in thick)
3	PCS	Baby Bathtub (Material: Plastic, Color: Any color)
1	PC	Diaper Changing Table (use for changing diaper)
1	PC	Car Seat (Choose at least 1 type- Types: Convertible Seat, Infant-Only Car Seat)
2	SETS	Floor Mat for Kids (Type: Foam, Size: 12" x 12" in 16 tiles or 4"x4" in 36 tiles, Design: Cartoon Character, Alphabet, Numeric Number or Animal: Color: Different colors)
2	PCS	*Infant Dummy for bathing
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION

3	PCS	Cotton Balls canister (Type; Stainless Steel, Size: Small, Medium, Large)
3	PCS	Kidney basin (size: 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	PC	Room thermometer (- Length: Scale length - 120mm)
2	PCS /EACH	Basin (Size: small, Medium, Large)
3	PCS	Breast pump (Type: Manual, Material: Glass)
3	PCS	Bottle brush
3	PCS	Teat brush
3	PCS / EACH	Baby bottle (120 ml -3 pcs, 240ml -3 pcs, 300ml-3pcs)
3	PCS	Bottle tong
3	PCS	Milk dispenser (Type: Plastic, Portable, 3 layers)
3	PCS	Bathtub Spout cover (To cover the nozzle of faucet)
2	PCS	Bath Thermometer (To measure temperature of water)
5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
5	PCS	Hand towel (Size 20 "x 28", Color: Different Color)
5	PCS	Face towels (Size 12 x 12 inches, Color: Different Color)
2	PCS	Nail cutter (intended for baby)
2	PCS	Comb (To fix the hair, Type: Plastic: Design and Color: Any color and cartoon character design)
1	PC	Soft hooded baby towels
2	PCS	Dipper (Size: Medium, Color: Any)
2	PCS	Pale (Size: Medium, Color: Any)
2	PCs / EACH	Digital Thermometer (Type: Oral, Anal, Axilla, Tympanic, Forehead, Quantity: 1pc/type)
2	PC s	Tympanic Thermometer
2	PCS	Stethoscope (Size: 35 mm, Type: Surgical Stainless steel)
1	PC	Wall Clock (Type: Quartz Analog, Size: 30.5 * 30.5* 4.3 cm, Material; Plastic)
1	PC	Trash Bin (Color Coded: Yellow, Green and Black)
1	PC	Nursery rhyme Music box
1	PC	Baby Monitor Walkie Talkie
1	PC	Blanket (Size: 80x110 cm, Color: Any Color)
1	PC	Cot Duvet Cover (Size: 80x120 cm, Color: Any Color)
1	PC	Pillow (Size: 30x40 cm, Color: Any Color)
1	PC	Pillow case (Size: 30x40 cm, Color: Any Color)
1	PC	Baby crib linen (Size: 80x120 cm, Color: Any Color)
1	PC	Waterproof Mattress protector (Size: 56x 118x 14 cm, Color: Any Color)
1	PC	Cot Flat Sheet (Size: 150 x 180 cm, Color: Any Color)
1	PC	Cot Fitted Sheet (Size: 56x 118x 14 cm, Color: Any Color)
1	PC	Cot Playmat (Size: 120 x 120 cm, Color: Any Color)
2	PCS	Bonnet
2	PCS	Mittens

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Booties or neonate socks
2	PCS	*Upper garment (infant, -1pc for each age and gender, color: colorful or white)
2	PCS	*Lower garment (infant, -1pc for each age and gender, color: colorful or white)
5	PCS	Infant bib
2	PCS	Poster of Food Pyramid
1	PC	Peeler (For fruits and Vegetables
1	PC	Mixing bowl (Type: Steel, Capacity: 2800ml)
1	PC	Potato masher
1	PC	Pot
1	PC	Nursery Rhyme Music box
2	PCS	Medicine Tray (Type: Plastic: To handle the medicine in place: Size: Small, Color and Design: Colorful and Cartoon characters)
2	PCS	Medicine Dropper
1	PC	Rattles
1	PC	Large rings
1	PC	Squeeze toys
1	PC	Teething toys
1	PC	Soft dolls
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS	70 % Alcohol (Net Weight: 500 ml)
6	PCS	Bar soap (Net weight: 100g, Intended for Handwashing and Infant Bathing)
1	PCS	Liquid soap (Net Weight: 1000 ml)
5	PACKS	Cotton Balls(100pcs)
26	PCS	Hairnet (Color: Black)
2	BOXES	Surgical face mask (Mask type: 3 Ply Ear loop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
26	PCS	Surgical Gloves (Type: Latex, Sizes: 5 – 8)
1	PC	Immunization Flip chart (Contains: Different Types of Immunization based on DOH & WHO Requirements)
6	PCS	Flannel blanket
2	PCS	Surface Disinfectant (Form of: tablets, Spray Diffuser, Wet wipes, Granules)
1	PC	Dishwashing Liquid (Net Weight: 1000 ml)
2	PCS	Milk Formula (Net Weight: 1kg, Type: Powder)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
2	PACKS	Diaper (for Baby)
5	PCS	Hypoallergenic Soap (Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)

5	PCS	Hypoallergenic Shampoo (Form: Liquid, Net Weight: 300 ML)
5	PCS	Baby Lotion (Net Weight: 800ml, Hypoallergenic)
5	PCS	Baby Cologne (Net Weight: 6.80 oz)
2	PCS	Cotton buds (To clean the ear)
2	PACKS	Wet Wipes (Size: 20 x 15 cm, Alcohol free, disposable)
5	PCS	Personal Protective Equipment: Disposable Gown
2	PCS	Chamois
2	BOXES	Alcohol wipes
2	PCS	Otic medicine (OTC drug intended for infant)
2	PCS	Ophthalmic medicine (OTC drug intended for infant)
2	PCS	Drops Medicine (OTC drug intended for infant)
2	PCS	Cream or ointment medicine (OTC drug intended for infant)
1	PC	Ladle Variety of ladle intended for preparation of foods
2	SETS	Silverware (teaspoon, tablespoon, fork, knife)
2	SETS	Infant's Feeding Utensil
10	PCS / Each	Food supplies (it must contain at least 10 variety of foods for EACH Basic food groups: GO, GROW and GLOW)
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing physical needs, care and support to infant

UC: 6. FOSTER SOCIAL, INTELLECTUAL AND EMOTIONAL DEVELOPMENT OF INFANT		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Baby Walker (Type: Portable Safety Belt Walking Wings Helper, Seated Walker and Sit-to-Stand Walker)
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Colored Shapes, alphabet letters and numbers

	PCS	Colorful posters: different animal, shapes, alphabet letters and number Quantity: 1 pc per category)
2		
1	PC	Crib mobile toys
1	PC	Rattle
1	PC	Musical toy
1	PC	Stuffed animals
1	PC	Squeeze toys
1	PC	Large blocks
1	PC	Large balls
1	PC	Bath toys
1	PC	Books with large pictures
1	PC	Building blocks
1	PC	Push-pull toys
1	PC	Building blocks
1	PC	Different colored shapes, alphabet letters and numbers
1	PC	Colorful posters of different animals, shapes, alphabet letters and numbers
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)

MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)

INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction Fostering social, intellectual and emotional development

UC: 7. PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF TODDLER'S CARE PLAN		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Participating in the Implementation and Monitoring of Toddler's Care Plan

UC: 8. DEVELOP THE ABILITY RECOGNIZE TODDLER'S GROWTH AND DEVELOPMENT		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Baby Walker (Type: Portable Safety Belt Walking Wings Helper, Seated Walker and Sit-to-Stand Walker)
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Car Seat (Choose at least 1 type- Types: Convertible Seat, Toddler -Only Car Seat)
1	PC	Potty trainer (Materials: Plastic, Design and color: Colorful with cartoon character
1	PC	Waterproof Shoes for toddler
1	PC	Potty books
5	PCS	Children Toothbrush (Type: Soft Bristle)
2	PCS	Story Book (Different story books in English, Tagalog and other language version)
1	PC	Basketball goal (Made of Plastic and easily adjustable for height)
1	PC	Little tikes first slide (Slide intended for toddler: Design and Color: Any color and design)

1	PC	Rainbow Block set (traditional block sets for toddlers)
1	PC	Match and Roll Shape Sorter (it has a various shape and color which trying to put shape in the correct spot)
1	PC	Wooden puzzles (To develop cognitive skill like matching and spatial awareness)
5	PCS	Soft, washable, colorful stuffed animals or dolls (Any stuffed toys intended for toddler, no buttons)
2	PCS	Pull toys (Type: Animal, wheels: design and color: Any color intended for toddlers)
2	PCS	Floor rubber mat (Type: Foam, Size: 12" x 12" in 16 tiles or 4"x4" in 36 tiles, Design: Cartoon Character, Alphabet, Numeric Number or Animal : Color: Different colors)
10	PCS	Coloring Books (Material: Paper, Type: Different animals, fruits, vegetables or any related to toddler)
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)

MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PC	Children Toothpaste (Intended for toddler)
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)

INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Developing the ability recognize toddler's growth and development

UC: 9 PERFORM CARING SKILLS FOR TODDLER		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Automatic Hand dryer (*RPM: 2800, Drying Time: 21 sec, Air Speed: 14m/sec, Dimension 240x240x230MM)
1	PC	Portable Lavatory (Sink Size (s or l x h): 390 mm, Depth sink (h): 150 mm, Flow rate: 15lt/min)
1	PC	Hand Sanitizer Dispenser (Power Supplier: 4pcs C size batteries or AC adapter, N.W.: 08/1.0kg, Pump mode: Liquid, foam, spray and Installation mode: wall mounted)
1	PC	Bottle Sterilizer (Type: Electric, Size: 320 (H), 235 (W), 235 (L), Weight 1.5-2kg),

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Electric air pot (3 ways of dispense: electric cup touch, air pump, over heating protection, Capacity: 4.0L/5.0L
1	PC	Water Dispenser (With Hot and Cold Dispenser, With cup holder and indicator lamp, Size: 27 (L) X 28 (W) x 85 (H))
1	PC	Induction Cooker (Type: Single, Temperature: 150 F – 450 F , Voltage: 220 V)
1	PC	Electric Kettle (Capacity: 2.0 L, With Water level Indicator, 220-240 Volt, Net Weight: 3.5-4.0 lb.)
1	PC	Refrigerator (Small) (Capacity; 40 L, Temperature 0 to 8 degrees, Size: 440Lx400x550 mm, Net weight (16.5 kg)
1	PC	Bed frame for Toddler (Size: 80"x 57.5 and H 44" with curved bed end, Color: Any Color)
1	PC	Mattress (Size: must fitted on the Bedframe)
1	PC	Diaper Changing Table (use for changing diaper)
1	PC	Car Seat (Choose at least 1 type- Types: Convertible Seat, Toddler -Only Car Seat)
2	SETS	Floor Mat for Kids (Type: Foam, Size: 12" x 12" in 16 tiles or 4"x4" in 36 tiles, Design: Cartoon Character, Alphabet, Numeric Number or Animal: Color: Different colors)
1	PC	Children Table and chair set (Use to feed the toddler: Color and Design: Colorful and Cartoon characters)
1	PC	Bed frame for Toddler (Size: 80"x 57.5 and H 44" with curved bed end, Color: Any Color)
1	PCS	*Toddler Dummy for bathing
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
3	PCS	Cotton Balls canister (Type; Stainless Steel, Size: Small, Medium, Large)
3	PCS	Kidney basin (size: 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	PC	Room thermometer (- Length: Scale length - 120mm)
2	PCS /EACH	Basin (Size: small, Medium, Large)
3	PCS	Bottle brush
3	PCS	Teat brush
3	PCS / EACH	Baby bottle (120 ml -3 pcs, 240ml -3 pcs, 300ml-3pcs)
3	PCS	Bottle tong
3	PCS	Milk dispenser (Type: Plastic, Portable, 3 layers)
2	PCS	Cups (Drinking of Milk for toddler)
2	PCS	Food tray (Type: Plastic: To handle the food in place: Size: Medium, Color and Design: Colorful and Cartoon characters)
3	PCS	Bathtub Spout cover (To cover the nozzle of faucet)
2	PCS	Bath Thermometer (To measure temperature of water)

5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
5	PCS	Hand towel (Size 20" x 28", Color: Different Color)
5	PCS	Face towels (Size 12 x 12 inches, Color: Different Color)
2	PCS	Nail cutter (intended for toddler)
2	PCS	Comb (To fix the hair, Type: Plastic: Design and Color: Any color and cartoon character design)
1	PC	Soft hooded baby towels
2	PCS	Dipper (Size: Medium, Color: Any)
2	PCS	Pale (Size: Medium, Color: Any)
2	PCs / EACH	Digital Thermometer (Type: Oral, Anal, Axilla, Tympanic, Forehead, Quantity: 1pc/type)
2	PC s	Tympanic Thermometer
2	PCS	Stethoscope (Size: 35 mm, Type: Surgical Stainless steel)
1	PC	Wall Clock (Type: Quartz Analog, Size: 30.5 * 30.5* 4.3 cm, Material; Plastic)
1	PC	Trash Bin (Color Coded: Yellow, Green and Black)
1	PC	Blanket (Size: 80x110 cm, Color: Any Color)
1	PC	Cot Duvet Cover (Size: 80x120 cm, Color: Any Color)
1	PC	Pillow (Size: 30x40 cm, Color: Any Color)
1	PC	Pillow case (Size: 30x40 cm, Color: Any Color)
1	PC	Waterproof Mattress protector (Size: 56x 118x 14 cm, Color: Any Color)
1	PC	Cot Flat Sheet (Size: 150 x 180 cm, Color: Any Color)
1	PC	Cot Fitted Sheet (Size: 56x 118x 14 cm, Color: Any Color)
1	PC	Cot Playmat (Size: 120 x 120 cm, Color: Any Color)
1	PC	Rocking Chair (Chair intended for Caregiver to use in sleeping the toddler)
2	PCS	Upper garment and accessories (Suitable for toddler, Blouse, T-shirt, Undershirt, ponytail, headband, shade)
2	PCS	Lower garment and accessories (Suitable for toddler, Short, skirt, pants, boots, shoes, socks, slippers)
5	PCS	Toddler bib
2	PCS	Poster of Food Pyramid
1	PC	Peeler (For fruits and Vegetables
1	PC	Mixing bowl (Type: Steel, Capacity: 2800ml)
1	PC	Potato masher
1	PC	Pot
1	PC	Ladle Variety of ladle intended for preparation of foods
2	SETS	Silverware (Contain of teaspoon, tablespoon, fork, knife)
2	PCS	Medicine Tray (Type: Plastic: To handle the medicine in place: Size: Small, Color and Design: Colorful and Cartoon characters)
2	PCS	Medicine Dropper
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS	70 % Alcohol (Net Weight: 500 ml)
6	PCS	Bar soap (Net weight: 100g, Intended for Handwashing and Infant Bathing)
1	PCS	Liquid soap (Net Weight: 1000 ml)
5	PACKS	Cotton Balls(100pcs)
26	PCS	Hairnet (Color: Black)
2	BOXES	Surgical face mask (Mask type: 3 Ply Ear loop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
26	PCS	Surgical Gloves (Type: Latex, Sizes : 5 – 8)
1	PC	Immunization Flip chart (Contains: Different Types of Immunization based on DOH & WHO Requirements)
6	PCS	Flannel blanket
2	PCS	Surface Disinfectant (Form of: tablets, Spray Diffuser, Wet wipes, Granules)
1	PC	Dishwashing Liquid (Net Weight: 1000 ml)
2	BOXES	Milk Formula (Net Weight: 1kg, Type: Powder)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
2	PACKS	Diaper (for Toddler)
5	PCS	Hypoallergenic Soap (Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)
5	PCS	Hypoallergenic Shampoo (Form: Liquid, Net Weight: 300 ML)
5	PCS	Baby Lotion (Net Weight: 800ml, Hypoallergenic)
5	PCS	Baby Cologne (Net Weight: 6.80 oz)
2	PCS	Cotton buds (To clean the ear)
2	PACKS	Wet Wipes (Size: 20 x 15 cm, Alcohol free, disposable)
5	PCS	Personal Protective Equipment: Disposable Gown
2	PCS	Chamois
2	BOXES	Alcohol wipes
2	PCS	Otic medicine (OTC drug intended for toddler)
2	PCS	Ophthalmic medicine (OTC drug intended for toddler)
2	PCS	Drops Medicine (OTC drug intended for toddler)
2	PCS	Cream or ointment medicine (OTC drug intended for toddler)
10	PCS / Each	Food supplies (it must contain at least 10 variety of foods for EACH Basic food groups: GO, GROW and GLOW)
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)

1	COPY	Module of Instruction: Performing caring skills for toddler

UC: 10. PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF PRE-SCHOOLER'S CARE PLAN

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Participating in the Implementation and Monitoring of Pre-schooler's Care Plan

UC: 11. DEVELOP THE ABILITY RECOGNIZE PRE-SCHOOLER'S GROWTH AND DEVELOPMENT

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Baby Walker (Type: Portable Safety Belt Walking Wings Helper, Seated Walker and Sit-to-Stand Walker)
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Car Seat (Choose at least 1 type- Types: Convertible Seat, Preschooler -Only Car Seat)

1	PC	Play dough
1	PC	Puppets
1	PC	Pretend kitchen and play food
1	PC	Wood tracing board
1	PC	Lego/duplo blocks
1	PC	Fine motor tools
1	PC	Trace and erase chalkboards
1	PC	Play dough
1	PC	Puppets
1	PC	Pretend kitchen and play food
1	PC	Wood tracing board
1	PC	Lego/duplo blocks
2	PCS	Floor rubber (Type: Foam, Size: 12" x 12" in 16 tiles or 4"x4" in 36 tiles, Design: Cartoon Character, Alphabet, Numeric Number or Animal: Color: Different colors)
10	PCS	Coloring Books (Material: Paper, Type: Different animals, fruits, vegetables or any related to toddler)
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)

MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PC	Children Toothpaste (Intended for pre-schooler)
25	PCS	Sample nursing care plan template
25	PCS	Sample client clip chart
25	PCS	Personal care support plan
25	PCS	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)

INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Developing the ability recognize preschooler's growth and development

UC: 12 PERFORM CARING SKILLS FOR PRESCHOOLER		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Automatic Hand dryer (*RPM: 2800, Drying Time: 21 sec, Air Speed: 14m/sec, Dimension 240x240x230MM)
1	PC	Portable Lavatory (Sink Size (s or l x h): 390 mm, Depth sink (h): 150 mm, Flow rate: 15lt/min)

1	PC	Hand Sanitizer Dispenser (Power Supplier: 4pcs C size batteries or AC adapter, N.W.: 08/1.0kg, Pump mode: Liquid, foam, spray and Installation mode: wall mounted)
1	PC	Electric air pot (3 ways of dispense: electric cup touch, air pump, over heating protection, Capacity: 4.0L/5.0L
1	PC	Water Dispenser (With Hot and Cold Dispenser, With cup holder and indicator lamp, Size: 27 (L) X 28 (W) x 85 (H))
1	PC	Induction Cooker (Type: Single, Temperature: 150 F – 450 F, Voltage: 220 V)
1	PC	Electric Kettle (Capacity: 2.0 L, With Water level Indicator, 220-240 Volt, Net Weight: 3.5-4.0 lb.)
1	PC	Refrigerator (Small) (Capacity; 40 L, Temperature 0 to 8 degrees, Size: 440Lx400x550 mm, Net weight (16.5 kg)
1	PC	Bed frame for Pre-schooler (Size: 80"x 57.5 and H 44" with curved bed end, Color: Any Color)
1	PC	Mattress (Size: must fitted on the Bedframe)
1	PC	Car Seat (Choose at least 1 type- Types: Convertible Seat, Pre-schooler -Only Car Seat)
2	SETS	Floor Mat for Kids (Type: Foam, Size: 12" x 12" in 16 tiles or 4"x4" in 36 tiles, Design: Cartoon Character, Alphabet, Numeric Number or Animal: Color: Different colors)
1	PC	Children Table and chair set (Use to feed the toddler: Color and Design: Colorful and Cartoon characters)
1	PCS	*Pre-schooler Dummy for bathing
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
TOOLS		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
3	PCS	Cotton Balls canister (Type; Stainless Steel, Size: Small, Medium, Large)
3	PCS	Kidney basin (size: 6" (2pcs), 10 "(2pcs), 12 " (2pcs), Stainless and plastic)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	PC	Room thermometer (- Length: Scale length - 120mm)
2	PCS /EACH	Basin (Size: small, Medium, Large)
2	PCS	Cups (Drinking of Milk pre-schooler
2	PCS	Food tray (Type: Plastic: To handle the food in place: Size: Medium, Color and Design: Colorful and Cartoon characters)
3	PCS	Bathtub Spout cover (To cover the nozzle of faucet)
2	PCS	Bath Thermometer (To measure temperature of water)
5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
5	PCS	Hand towel (Size 20 "x 28", Color: Different Color)
5	PCS	Face towels (Size 12 x 12 inches, Color: Different Color)
2	PCS	Nail cutter (intended for toddler)

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Comb (To fix the hair, Type: Plastic: Design and Color: Any color and cartoon character design)
2	PCS	Dipper (Size: Medium, Color: Any)
2	PCS	Pale (Size: Medium, Color: Any)
2	PCs / EACH	Digital Thermometer (Type: Oral, Anal, Axilla, Tympanic, Forehead, Quantity: 1pc/type)
2	PC s	Tympanic Thermometer
2	PCS	Stethoscope (Size: 35 mm, Type: Surgical Stainless steel)
1	PC	Wall Clock (Type: Quartz Analog, Size: 30.5 * 30.5* 4.3 cm, Material; Plastic)
1	PC	Trash Bin (Color Coded: Yellow, Green and Black)
1	PC	Blanket (Size: 80x110 cm, Color: Any Color)
1	PC	Mattress Duvet Cover (Size: 80x120 cm, Color: Any Color)
1	PC	Pillow (Size: 30x40 cm, Color: Any Color)
1	PC	Pillow case (Size: 30x40 cm, Color: Any Color)
1	PC	Waterproof Mattress protector (Size: 56x 118x 14 cm, Color: Any Color)
2	PCS	Upper garment and accessories (Suitable for pre-schooler, Blouse, T-shirt, Undershirt , ponytail, headband, shade)
2	PCS	Lower garment and accessories (Suitable for Pre-schooler , Short, skirt, pants, boots, shoes, socks, slippers)
2	PCS	Poster of Food Pyramid
1	PC	Peeler (For fruits and Vegetables
1	PC	Mixing bowl (Type: Steel, Capacity: 2800ml)
1	PC	Potato masher
1	PC	Pot
2	PCS	Medicine Tray (Type: Plastic: To handle the medicine in place: Size: Small, Color and Design: Colorful and Cartoon characters)
1	PC	Ladle Variety of ladle intended for preparation of foods
2	SETS	Silverware (Contain of teaspoon, tablespoon, fork, knife)
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS	70 % Alcohol (Net Weight: 500 ml)
6	PCS	Bar soap (Net weight: 100g, Intended for Handwashing and Infant Bathing)
1	PCS	Liquid soap (Net Weight: 1000 ml)
5	PACKS	Cotton Balls(100pcs)
26	PCS	Hairnet (Color: Black)
2	BOXES	Surgical face mask (Mask type: 3 Ply Ear loop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
26	PCS	Surgical Gloves (Type: Latex, Sizes : 5 – 8)
1	PC	Immunization Flip chart (Contains: Different Types of Immunization based on DOH & WHO Requirements)

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Surface Disinfectant (Form of: tablets, Spray Diffuser, Wet wipes, Granules)
1	PC	Dishwashing Liquid (Net Weight: 1000 ml)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
5	PCS	Hypoallergenic Soap (Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)
5	PCS	Hypoallergenic Shampoo (Form: Liquid, Net Weight: 300 ML)
5	PCS	Baby Lotion (Net Weight: 800ml, Hypoallergenic)
5	PCS	Baby Cologne (Net Weight: 6.80 oz)
2	PCS	Cotton buds (To clean the ear)
2	PACKS	Wet Wipes (Size: 20 x 15 cm, Alcohol free, disposable)
5	PCS	Personal Protective Equipment: Disposable Gown
2	PCS	Chamois
2	BOXES	Alcohol wipes
2	PCS	Otic medicine (OTC drug intended for preschooler)
2	PCS	Ophthalmic medicine (OTC drug intended for preschooler)
2	PCS	Drops Medicine (OTC drug intended for preschooler)
2	PCS	Cream or ointment medicine (OTC drug intended for preschooler)
10	PCS / Each	Food supplies (t must contain at least 10 variety of foods for EACH Basic food groups: GO, GROW and GLOW)
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Performing caring skills for pre-schooler

3.5 TRAINING FACILITIES

Based on a class intake of 25 learners/trainees

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Administrative/ Office Area		15	15
Training Resource Area		10	10
Practical Work Area- Neonate and Infant		20	20
Practical Work Area- Toddler and Preschooler		20	20
Contextual Learning Area		30	30
Learning Resource Area		15	15
Computer Laboratory		10	10
Circulation Area		30	30
Career Counseling Area		5	5
Clinic/Lactating Room		5	5
Separate restrooms for female and male		10	10
TOTAL WORK AREA:			**170 sq. m.**

3.6 TRAINER'S QUALIFICATIONS FOR CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II

- Holder of National TVET Trainer Certificate (NTTC) Level I in Caregiving (Newborn to Pre-schooler) NC II
- Graduate of any Allied Health Courses or Bachelor's Degree
- Must possess good communication skills
- Must have at least two (2) years industry experience within the last five (5) years

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

SECTION 4   ASSESSSMENT AND CERTIFICATION ARRANGEMENTS

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

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

4.1   NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1   To attain the national qualification of **CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II,** the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2   A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely:

COC1 Provide care and support to Newborn (0 to 4 weeks)
- Participate in the implementation and monitoring of newborn's care plan
- Develop the ability to recognize newborn's growth and development
- Perform caring skills for newborn

COC 2 Provide care and support to Infant (1 month to 1 year old)
- Participate in the implementation and monitoring of infant's care plan
- Provide physical needs, care and support to infant
- Foster social, intellectual and emotional development of infant

COC 3 Provide care and support to Toddler (1 to 3 years old)
- Participate in the implementation and monitoring of toddler's care plan
- Develop the ability to recognize toddler's growth and development
- Perform caring skills for toddler

COC 4 Provide care and support to Pre-schooler (3 to 5 years old)
- Participate in the implementation and monitoring of pre-schooler's care plan
- Develop the ability to recognize pre-schooler's growth and development
- Perform caring skills for pre-schooler

Upon accumulation and submission of all the COCs acquired, an individual shall be issued the corresponding National Certificate for the Qualification.

4.1.3   Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.

4.1.4 Any of the following are qualified to undergo assessment and certification:

    4.1.4.1 Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to Caregiving (Newborn to Pre-schooler) NC II.

    4.1.4.2 Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least three (3) years within the last five (5) years.

4.1.5 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of caregiving experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

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

4.1.6 Holders of National Certificate (NC) or Certificates of Competency (COC) in Caregiving Services NC II are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their Certificates.

4.1.7 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the "Philippine TVET Competency Assessment and Certification System (PTCACS)".

4.2 COMPETENCY ASSESSMENT REQUISITE

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

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

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

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

COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR
CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II

BASIC COMPETENCIES	Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
	Participate in workplace communication	Work in team environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace
	Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
	Utilize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
	Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing and maintaining information	Manage implementation of occupational safety and health programs in the workplace	Manage implementation of environmental programs in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES									
Maintain instruments and equipment in work area	Assist in dental laboratory procedures	Assist with administration in dental laboratory practice	Implement and monitor infection control policies and procedures	Respond effectively to difficult/ challenging behavior	Apply basic first aid	Maintain high standard of patient / client services	Apply quality standards	Maintain a safe, clean and efficient environment	Maintain an effective relationship with clients/ customers (marketing)
Update industry knowledge and practice through continuing education	Use pharmaceutical calculation techniques and terminologies	Maintain an effective relationship with customers and clients	Manage own performance	Follow occupational health and safety policies in dental laboratory facilities	Maintain infection control in dental practice	Operate a personal computer	Perform workplace security and safety practices	Perform computer operations	

CORE COMPETENCIES									
Prepare and maintain beds	Collect and maintain linen stocks at end-users location	Assist in patient mobility	Assist in transporting patients	Assist in bio-psychosocial support care of patients	Handle waste in a health care environment	Plan the hilot wellness program of client/s	Provide pre-service to hilot client/s	Apply hilot wellness massage techniques	Provide post advice and post-services to hilot clients
Practice good housekeeping	Monitor supply/ inventory of pharmaceutical products	Handle and control pharmaceutical products	Arrange and display pharmaceutical products	Perform good laboratory practices	Adhere to good manufacturing practices	Demonstrate product knowledge on medicines	Dispense pharmaceutical products	Perform health promotion education, vigilance	Install biomedical equipment
Perform corrective maintenance on biomedical equipment	Perform preventive maintenance on biomedical equipment	Repair biomedical equipment	Assess and refer biomedical equipment	Develop massage practice	Perform client consultation	Perform body massage and work area	Maintain and organize tools, equipment, supplies	Perform basic life support	Maintain life support equipment and resources
Implement safe access and extrication procedures in an emergency	Manage request for ambulance service	Allocate ambulance service resources	Coordinate emergency resources	Deliver basic ambulance communication skills	Supervise on-road operations	Manage the scene of an emergency	Manage the scene of a special event	Manage routine scene	Deliver pre-hospital patient care
Deliver intensive pre-hospital patient care	Manage ambulance operations	Transport emergency patients	Transport non-emergency patients	Drive vehicles under operational conditions	Assist the household to identify health problems to promote health and well-being	Share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease prevention and control	Ensure the proper maintenance of health station and safe custody of its equipment, medical supplies, materials, and health records	Monitor health status of household members under his/her area of service coverage	Maintain updated list/records of health activities

Analyze and interpret ophthalmic lens prescription	Edge and mount ophthalmic appliances	Apply UV coat/tint to ophthalmic lenses	Fabricate models	Fabricate custom impression trays	Fabricate registration bite rims	Articulate models and transfer records	Fabricate mouthguard	Fabricate metal crown and bridge structures	Fabricate ceramic restorations
Fabricate indirect composite/polymer fixed restorations	Join alloy structures	Arrange artificial teeth for complete dentures	Set-up and wax removable partial dentures	Wax, process and finish acrylic dentures and appliances	Fabricate thermo formed bases and appliances	Repair and modify dentures and appliances	Fabricate oral splints	Fabricate orthodontic appliances	Fabricate cast metal removable partial denture framework
Perform oral examination	Promote oral health and hygiene	Operate a dental radiographic equipment	Apply the principle of radiology biology and protection in dental practice	Perform scaling and polishing	Maintain dental records and resources	Provide effective patient/client service	Manage dental laboratory production and operation	Perform administrative functions	Continue professional growth and development
Participate in the implementation and monitoring of newborn's care plan	Develop the ability to recognize newborn's growth and development	Perform caring skills for newborn	Participate in the implementation and monitoring of infant's care plan	Provide physical needs, care and support to infant	Foster social, intellectual and emotional development of infant	Participate in the implementation and monitoring of toddler's care plan	Develop the ability to recognize toddler's growth and development	Perform caring skills for toddler	Participate in the implementation and monitoring of pre-schooler's care plan
Develop the ability to recognize pre-schooler's growth and development	Perform caring skills for pre-schooler	Provide assistance and care to personal needs of grade schooler	Foster physiological needs and cognitive development of grade schooler	Foster physical growth and development of grade schooler	Respond to emergency for grade schooler	Foster physical growth and development of adolescent	Promote developmental tasks for adolescent	Respond to emergency for adolescent	Develop the ability to recognize aging process
Participate in the implementation and monitoring of client's care plan	Perform caring skills	Perform specialty care procedures	Assist client in administering prescribed medication	Participate in the implementation and monitoring of client's care plan	Provide assistance and support on environment and biopsychosocial needs of clients	Develop the ability to recognize healthy body systems and apply medical terminologies	Provide care and support to activities of daily living (ADL) of clients	Provide assistance in administering prescribed medications to clients	Provide care and support to clients with special needs
Respond to emergency situations	Provide immediate care and support to children with special needs	Provide immediate care and support to adults and elderly with special needs							

GLOSSARY OF TERMS

1. **BURPING -** the act or an instance of belching. to help (a baby) expel gas from the stomach especially by patting or rubbing the baby's back

2. **CAREGIVER –** a skilled individual who assumes responsibility for the physical and emotional needs of another who is incapable of self-care. A person who provides direct care (as for children, elderly people, or the chronically ill).

3. **CARE PLAN -** A care plan is a written statement of your individual assessed needs identified during a Community Care Assessment. It sets out what support you should get, why, when, and details of who is meant to provide it. You are entitled to be given a copy of your care plan and should not sign the care plan until you are happy with it.

4. **CARING SKILLS -** feeling or showing concern for or kindness to others. The work or practice of looking after those unable to care for themselves, especially sick and elderly people.

5. **CLIENT –** refers to patient; a person who engages the professional advice or services of another

6. **COGNITIVE DEVELOPMENT –** encompasses a child's working memory, attention as well as a child's ability to manage and respond to the experiences and information they experience on a daily basis

7. **CUDDLING -** to hold close for warmth or comfort or in affection.

8. **DENTITION –** the development of teeth and characteristic arrangement, kind and number of teeth in a given in an individual at a given age

9. **DEVELOPMENT** – indicates an increase in ability to function or a qualitative change; psychological changes that occurs in an individual throughout their life span

10. **DISTRESSED NEWBORN –** newborn who continuously cry due to hunger, wet diaper, with pain or has fever

11. **EMOTIONAL DEVELOPMENT –** ability to recognize, express and manage feelings of different stages of life and to have empathy for the feelings of others.

12. **FINE MOTOR DEVELOPMENT –** involves the coordination of small muscles usually involving synchronization of hands and fingers with the eyes. .Fine motor skills require a high degree of control and precision in the small muscles of the hand (such as using a fork).

13. **FOOD PYRAMID –** illustrates the principle of good nutrition with fruits and vegetables on the bottom representing the bulk of a healthy diet and fats and oils at the top. Graphic used to illustrate good eating habits

14. **GROSS MOTOR DEVELOPMENT -** Gross motor skills use the large muscles in the body and include broader movements such as cruising, walking and jumping.

15. **GROWTH –** physical changes that an individual undergoes

16. **HANDWASHING -** is the act of cleaning one's hands for the purpose of removing soil, grease, microorganisms, or other unwanted substances.

17. **INFANT -** is the more formal or specialized synonym for "**baby**", the very young offspring of a human. The term may also be used to refer to juveniles of other organisms. (1 mo. – 1yr.old)

18. **INFECTION CONTROL -** is the discipline concerned with preventing healthcare-associated infections; a practical rather than academic sub-discipline of epidemiology. Infection control addresses factors related to the spread of infections within the healthcare setting, whether among patients, from patients to staff, from staff to patients, or among staff. This includes preventive measures such as hand washing, cleaning, disinfecting, sterilizing, and vaccinating. Other aspects include surveillance, monitoring, and investigating any suspected outbreak of infection, and its management.

19. **MEDICATION -** a substance used for medical treatment, especially a medicine or drug.

20. **NEWBORN -** is, in colloquial use, an infant who is only hours, days, or up to one month old. In medical contexts, newborn or **neonate** (from Latin, *neonatus*, newborn) refers to an infant in the first 28 days after birth;[1] the term applies to premature, full term, and postmature infants; before birth, the term "fetus" is used. The term "infant" is typically applied to young children under one year of age; however, definitions may vary and may include children up to two years of age. When a human child learns to walk, the term "toddler" may be used instead. (0-4 weeks)

21. **NEWBORN REFLEXES** – involuntary movements that babies make when a part of their body
 is stimulated

22. **NEWBORN SCREENING TEST –** the analysis of a neonate's blood for metabolic or other disorders to prevent mental retardation, disability or death.

23. **NON-VERBAL CUES –** communication between people that do not have a direct verbal translation. They are body movements, facial expressions, gestures, nuances of the voice

24. **NURTURE –** process of caring for and encouraging the growth and development of someone or something

25. **ORAL CARE –** is the practice of keeping the mouth clean and healthy by brushing and flossing to prevent tooth decay and gum disease.

26. **PERSONAL PROTECTIVE EQUIPMENT (PPE) -** is protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.

27. **PHYSICAL DEVELOPMENT –** involves developing control over the body particularly muscle and physical coordination

28. **PRE-SCHOOLER –** a child below the official school age, usually a child up to age five. (3yrs-5yrs old)

29. **PRESCRIPTION -** an instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

30. **SENSORY DEVELOPMENT -** is the gradual process by which an infant's senses begin to grow. These senses are sight, taste, touch, smell and hearing. Sensory development begins during gestation. However, an infant's senses are not entirely developed even after birth. For instance, following birth, an infant's eyesight is very limited, while sense of touch is well-developed.

31. **SKIN CARE -** maintaining clean, comfortable and healthy skin through thorough cleansing with soap and water, and moisturizing with emollients. Basic skin care also includes treating skin conditions appropriately with medicines and lotions, and avoiding sun exposure. Age is a factor in skin care. Special consideration should be given to infants, senior adults and the infirm.

32. **SOCIAL DEVELOPMENT –** improving the well-being of every individual in society so they can reach their full potential. Involve the ability to manage feelings and impulses which are needed to grow and learn.

33. **SOLID FOOD –** refers to baby food which are either soft, liquid paste or an easily chewed food used as a source of nourishment

34. **SUPINE POSITION –** a person lying face up with the back or dorsal surface downward

35. **TEMPER TANTRUM –** unpleasant and disruptive behaviors or emotional outbursts. Occur in response to unmet needs or desires.

36. **THERAPEUTIC COMMUNICATION –** an interaction between a health care professional and a patient that aims to enhance the patient's comfort, safety, trust, or health and well-being.

37. **TODDLER -** is a child 12 to 36 months old.[1][2][3] The toddler years are a time of great cognitive, emotional and social development. The word is derived from "to toddle", which means to walk unsteadily, like a child of this age. (1yr-3yrs. old)

38. **TOILETING -** is the act of assisting a dependent patient with his/her elimination needs.

39. **UMBILICAL CORD -** a cord arising from the navel that connects the fetus with the placenta and through which respiratory gases, nutrients, and wastes pass

40. **VITAL SIGNS –** clinical measurements specifically body temperature, pulse rate, respiratory rate and level of blood pressure that indicate the state of client's essential body function

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