

COMPETENCY STANDARDS



FACILITY CLEANING AND DISINFECTING LEVEL II

**SOCIAL, COMMUNITY DEVELOPMENT AND
OTHER SERVICES**

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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**COMPETENCY STANDARDS FOR
FACILITY CLEANING AND DISINFECTING LEVEL II**

SECTION 1 DEFINITION

The **FACILITY CLEANING AND DISINFECTING LEVEL II** qualification consists of competencies that a person must achieve to prepare the needed tools, equipment supplies/materials, clean the common and restricted areas, sanitize and disinfect low and high-risk areas, maintain and store cleaning equipment and implement proper waste segregation and disposal.

The units of competency comprising this qualification include the following:

Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problem
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedure
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace
Code	COMMON COMPETENCIES
SOC514201	Maintain an effective relationship with client/customer
SOC514202	Manage own performance
Code	CORE COMPETENCIES
AB-SOC1381500911301	Prepare tools, equipment, supplies/materials, solutions, and areas for cleaning
AB-SOC1381500911302	Clean common and restricted areas
AB-SOC1381500911303	Perform sanitation and disinfection
AB-SOC1381500911304	Handle wastes

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

- Cleaning Specialist

SECTION 2 COMPETENCY STANDARD

This section gives the details of the contents of the units of competency required in **FACILITY CLEANING AND DISINFECTING LEVEL II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 400311210

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from 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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 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 instructions are 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 2.9 Effective questioning techniques (clarifying and probing) 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

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

RANGE OF VARIABLES

VARIABLES	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system

VARIABLES	RANGE
4. Workplace interactions	May include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 5.1. HR/Personnel forms, telephone message forms, safety reports

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 3.1. Demonstration with oral questioning 3.2. Interview 3.3. Written test 3.4. Third-party report
4. Context for Assessment	<ol style="list-style-type: none"> 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.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The <i>role and objective of the team</i> is identified from available <i>sources of information</i> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one’s role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team are identified from available <i>sources of information</i> 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 Source of 2.5 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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: 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: 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

VARIABLE	RANGE
3. Workplace context	May include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 3.1. Role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.4. Socio-drama and socio-metric methods 3.5. Sensitivity techniques 3.6. Written Test
4. Context for Assessment	<ol style="list-style-type: none"> 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.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> 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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential Solutions to problem are identified 2.2 Recommendations about possible solutions are developed, 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	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.

3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test</p> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	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 <i>Italicized terms</i> 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 in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one’s emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to workplace and resources 2.2. Case studies
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> 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

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

RANGE OF VARIABLES

VARIABLES	RANGE
1. Opportunities for improvement	May include: 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.

VARIABLES	RANGE
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 Cartolina 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.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> 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 Organizational 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 Organizational values, ethics and codes of conduct	1.1 Describing organizational 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 organizational values, ethics and codes of conduct

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> 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 2.6 Organizational 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 organizational values, ethics and codes of conduct

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Record and present information	3.1 Studied data/information are recorded. 3.2 Recommendations are analyzed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analyzed 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 Organizational 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 organizational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLES	RANGE
1. Data analysis techniques	May include: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied studied data/information <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2. Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 2.1. Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Written Test 3.2. Interview 3.3. Portfolio <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 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.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> 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. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. 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	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	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	materials, tools and equipment are arranged/ placed in accordance with OSH work standards	measures	
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 <i>appropriate personnel</i>	3.1 OSH work Standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations Non-compliance work activities	3.1 Communication skills 3.3 Interpersonal skills 3.4 Troubleshooting skills 3.5 Critical thinking skills 3.6 Observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself

VARIABLE	RANGE
3. OSH Preventive and Control Requirements	May include: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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
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2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Facilities, materials tools and equipment necessary for the activity</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation/Demonstration with oral questioning</p> <p>3.2 Third party report</p>
4. Context for Assessment	<p>4.1 Competency may be assessed in the workplace or in a simulated workplace setting</p>

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 <i>Italicized terms</i> 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 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 through established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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 effective of resource utilization to appropriate personnel 1.6. Clarify feedback on information/concerns raised with appropriate personnel
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace 2.2 Tools, materials and equipment relevant to the tasks 2.3 PPE 2.4 Manuals and references
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> 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: -Patience -Honesty -Quality-consciousness -Safety-consciousness - Resourcefulness	1.1 Communication skills 1.2 Complying with quality procedures

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 1.4 industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: -Patience -Honesty -Quality -consciousness -Safety-consciousness 2.4 Resourcefulness	2.1 Communication skills 2.2 Complying with quality procedure 2.3 Following workplace communication protocol
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy 3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements. 3.3 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: -Quality-consciousness -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 : **MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENT/CUSTOMER**

UNIT CODE : **SOC514201**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with client/customers.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 <i>Personal presence</i> maintained according to <i>employer standards</i> 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 Stance 1.2 Posture 1.3 Grooming 1.4 Standing Orders 1.5 Company Policy and Procedures 1.6 Kasambahay Law - Standard Employment Contract - Workers' Rights and Privileges - Pre-Employment Requirement Working Conditions - Barangay registrations - Workers' social and other benefits 1.7 Environment Control - Proper waste management - Reduce, Re-Use, Re-Cycle - 5S	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in accordance to required standards 1.3 Keeping visible work area tidy and uncluttered 1.4 Storing equipment according to assignment requirements
2. Meet client requirements	2.1 <i>Client requirements</i> identified and understood by referral to the <i>assignment instructions</i> 2.2 Client requirements	2.1 Assignment instructions 2.2 Post orders 2.3 Reviewing assignment instructions 2.4 Discussion	2.1 Identifying assignment instructions and post orders according to standard

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>met according to the assignment instructions</p> <p>2.3 Changes to <i>client's needs and requirements</i> monitored and <i>appropriate action taken</i></p> <p>2.4 All communication with the <i>client</i> or customer is clear and complies with assignment requirements</p>	<p>techniques with client/customer</p> <p>2.5 Implementing required changes</p> <p>2.6 Referral to appropriate employer/personnel</p> <p>2.7 Clarification of client needs and instructions</p>	<p>procedures</p> <p>2.2 Accomplishing scope to modify instructions/orders in the light of changed situations</p> <p>2.3 Meeting client requirements according to the assignment instructions</p> <p>2.4 Monitoring and appropriating action is taken in changes to client's needs and requirements</p> <p>2.5 Clearing and complying with assignment requirements of all communication with the client or customer</p>
3. Build credibility with clients	<p>3.1 Client expectations for reliability, punctuality and appearance adhered to</p> <p>3.2 Possible causes of client dissatisfaction identified, dealt with and recorded according to employer policy</p> <p>3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures</p>	<p>3.1 Interpersonal skills</p> <p>3.2 Customer service skills</p> <p>3.3 Telephone etiquette</p> <p>3.4 Maintaining records</p>	<p>3.1 Adhering to client expectations for reliability, punctuality and appearance</p> <p>3.2 Identifying, attending and recording possible causes of client/customer dissatisfaction according to employer policy</p> <p>3.3 Informing client of all relevant security matters in a timely manner and according to</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			agreed reporting procedures
4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	4.1 Types of clients 4.2 Main components of client relationship 4.3 Relative intelligence 4.4 Effect on customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management 4.7 Occupational health and safety	4.1 Demonstrating the ability to establish professional relationship with client 4.2 Demonstrating the ability of genuine concern for the welfare of the clients 4.3 Demonstrating the ability required in handling clients 4.4 Demonstrating the ability required in rendering client service skills
5. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately	5.1 Manage client interactions 5.2 Causes of client/customer dissatisfaction 5.3 Assignment Instructions 5.4 Reporting procedures	5.1 Demonstrating ability to do attention to detail when completing client/employer documentation 5.2 Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3 Demonstrating ability to do customer service skills required to meet client/customer needs

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times 5.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral		
6. Provide effective responses to client inquiries	6.1 Select the most appropriate mode of communication for the information being provided 6.2 Use language and terminology that the client will understand 6.3 Present information clearly and with sufficient detail to meet client needs 6.4 Confirm with client that the information has been understood and address any unresolved issues	6.1 Common industry and company services, problems and solutions 6.2 Legal and ethical company and industry aspects 6.3 Client motivations and expectations 6.4 Effective communication techniques 6.5 Industry ethics and practices 6.6 Detailed product and service knowledge	6.1 Using communication skills 6.2 Using language skills 6.3 Using numeracy skills 6.4 Using technology skills 6.5 Relating to people from a range of society, cultural and ethnic backgrounds

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client Requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May include: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Clients	May include: 7.1 All members of the public

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client or customer needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **MANAGE OWN PERFORMANCE**
UNIT CODE : **SOC514202**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 Tasks accurately identified 1.2 Priority allocated to each task 1.3 Time lines allocated to each task or series of tasks 1.4 Tasks deadlines known and complied with whenever possible 1.5 Work schedules are known and completed with agreed time frames 1.6 Work plans developed according to assignment requirements and employer policy 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons	1.1 Assignment instructions 1.2 Verbal instructions 1.3 Policy documents 1.4 Duty statements 1.5 Self-assessment 1.6 Daily tasks 1.7 Weekly tasks 1.8 Regularly or irregularly occurring tasks 1.9 Allocating priority and timelines	1.1 Identifying tasks accurately according to instructions 1.2 Developing work plans according to assignment requirements and employer policy 1.3 Allocating priority and timelines to each task 1.4 Determining tasks deadlines and comply with whenever possible 1.5 Determining and completing work schedules according to agreed time frames

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed performance standards 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards 2.3 Guidance from management applied to achieve or maintain agreed standards 2.4 Standard of work clarified and agreed according to employer policy and procedures	2.1 Monitoring personal performance 2.2 Determining performance standards 2.3 Interpreting work standards 2.4 Quality of work	2.1 Monitoring personal performance continually against agreed performance standards 2.2 Seeking advice and guidance when necessary to achieve or maintain agreed standards 2.3 Applying guidance from management to achieve or maintain agreed standards 2.4 Clarifying and agreeing on standard of work according to employer policy and procedures
3. Build credibility with customers/ clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending with and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: <ul style="list-style-type: none"> 1.4 Planned for completion of own workload 1.5 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.6 Demonstrated capacity to complete task within specified time frame 1.7 Maintained quality of own performance
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and makers'/customers' instructions 2.9 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Observation 3.4 Questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or in a simulated work setting

CORE COMPETENCIES

UNIT OF COMPETENCY : PREPARE TOOLS, EQUIPMENT, SUPPLIES, AND AREAS FOR CLEANING

UNIT CODE : AB-SOC1381500911301

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to check the condition of the area, arrange the supplies, tools and equipment, and check the condition of the solutions, tools, equipment and supplies.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Check the condition of the area	1.1 <i>Facilities and work areas</i> to be cleaned are identified based on the enterprise facility requirements. 1.2 <i>Conditions of the area</i> to be cleaned are inspected based on the enterprise facility requirements.	Science 1.1 Types of enterprise facilities and their requirements. Environmental Concerns and Other Related Laws 1.2 OSH manual on work safety practices Technology 1.3 Hazard Identification and risk assessment 1.4 Types of equipment, tools, materials, and solutions used in cleaning different types of enterprise facilities. Attitude: 1.5 Keen in details	1.1 Time management skills 1.2 Safety consciousness 1.3 Flexibility 1.4 Assessment Skills
2. Arrange the supplies, tools and equipment	2.1 <i>Cleaning, sanitizing and disinfecting procedures</i> are identified based on the condition of the facilities and work areas to be cleaned 2.2 <i>Tools and equipment</i> are prepared based on the identified <i>cleaning,</i>	Science 2.1 Tools and equipment in cleaning, sanitizing and disinfecting	2.1 Time management skills 2.2 Safety consciousness 2.3 Problem solving and decision making

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>sanitizing and disinfecting procedures.</i></p> <p>2.3 <i>Solutions</i> are diluted based on the identified cleaning procedures.</p>	<p>Environmental Concerns and Other Related Laws</p> <p>2.2 OSHS on handling chemicals</p> <p>Technology</p> <p>2.3 Hazard Identification and risk assessment</p> <p>2.4 Cleaning work safety practices</p> <p>Mathematics</p> <p>2.5 Ratio and proportion</p> <p>2.6 Conversion</p> <p>Attitude:</p> <p>2.7 Keen in details</p>	<p>2.4 Flexibility</p> <p>2.5 Assessment Skills</p> <p>2.6 Mathematical skills</p>
<p>3. Check the condition of, tools, equipment, and supplies</p>	<p>3.1 Conditions of <i>tools and equipment</i> needed are checked based on the manual operating procedure.</p> <p>3.2 Expiration and availability of <i>supplies</i> are checked based on the label instruction.</p> <p>3.3 Lacking and defective <i>equipment and tools</i> are reported for repair and replacement following enterprise procedure.</p> <p>3.4 Unavailable and expired supplies are replaced and replenished following enterprise procedure.</p>	<p>Technology</p> <p>3.1 Proper and safety handling of cleaning, sanitizing and disinfecting supplies, tools, equipment, materials, and solutions</p> <p>Environmental Concerns and Other Related Laws</p> <p>3.2 OSHS</p> <p>Attitude:</p> <p>3.3 Keen in details</p>	<p>3.1 Time management skills</p> <p>3.2 Safety consciousness</p> <p>3.3 Active listening skills and following instructions</p> <p>3.4 Teamwork</p> <p>3.5 Problem solving and decision making</p> <p>3.6 Flexibility</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Facilities	Facilities may include: 1.1 Commercial 1.2 Office Building 1.3 Hospital 1.4 Educational Facilities 1.5 Industrial 1.6 Manufacturing 1.7 Hotel 1.8 Restaurant
2. Work Areas	Work areas may include: 2.1 Common Areas 2.1.1 Lobby 2.1.2 Hallway 2.1.3 Comfort Rooms (Shower rooms) 2.1.4 Pantry 2.1.5 Clinic 2.1.6 Meeting Rooms/Conference rooms 2.1.7 Lactating rooms 2.1.8 Reception Areas 2.1.9 Lounge / Waiting Room 2.1.10 Locker Room 2.1.11 Parking 2.1.12 Elevator 2.1.13 Sleeping quarters 2.1.14 Canteen/Cafeteria Rooms 2.1.15 Chapel/Prayer Rooms 2.1.16 Game Room (Recreation Rooms) 2.1.17 Wellness/Creation Room 2.1.18 Gym/Courts 2.1.19 Smoking Area 2.1.20 Auditorium/Theater Area 2.1.21 Pool Area 2.1.22 Classrooms 2.1.23 Working Stations 2.1.24 Production Area 2.1.25 Warehouse 2.1.26 Stairs 2.2 Restricted Areas 2.2.1 Electrical Rooms 2.2.2 IT/Server Room 2.2.3 Storage Area 2.2.4 Control Room 2.2.5 Security/CCTV Area 2.2.6 Bank Vault Area 2.2.7 Air Handling Unit (AHU) 2.2.8 VIP Rooms (Includes: President's room) 2.2.9 Manufacturing Clean Room
3. Conditions of the area	Conditions of the area may include: 3.1 Measurement 3.2 Presence of unsafe condition 3.3 Foot Traffic

VARIABLE	RANGE
4. Cleaning Procedures	Cleaning Procedures may include: <ul style="list-style-type: none"> 4.1 Dust Mopping 4.2 Damp Mopping 4.3 Wet Mopping 4.4 Floor Polishing 4.5 Floor Scrubbing 4.6 Floor wax application 4.7 Carpet shampooing/vacuuming 4.8 Stairs Cleaning 4.9 Glass Cleaning 4.10 Pressure washing 4.11 Carpet Stain Removal 4.12 Damp Wiping
5. Sanitizing Procedures	Sanitizing procedures may include: <ul style="list-style-type: none"> 5.1 Damp Wiping 5.2 Damp Mopping
6. Disinfecting Procedures	Disinfecting Procedures may include <ul style="list-style-type: none"> 6.1 Damp Wiping 6.2 Damp Mopping 6.3 Misting 6.4 Spraying 6.5 Use of Portable UV Light
7.Tools	May include but not limited to: <ul style="list-style-type: none"> 7.1 Cleaning Tools <ul style="list-style-type: none"> 7.1.1 Microfiber Cloth 7.1.2 Microfiber Mop Cloth 7.1.3 Bucket and Wringer 7.1.4 Dustpan 7.1.5 Brooms (Stick Broom / Broomstick) 7.1.6 Synthetic Broom 7.1.7 Spatula 7.1.8 Wet Floor Sign 7.1.9 Garbage Bin 7.1.10 Glass squeegee 7.1.11 Pail 7.1.12 Measuring device 7.1.13 Mop Handle 7.1.14 Ceiling broom 7.1.15 Polishing pad 7.1.16 Push mop 7.1.17 Steel barricade stand 7.1.18 Floor squeegee 7.1.19 Anti-static duster 7.1.20 Push brush 7.1.21 Telescopic pole 7.1.22 Dust Mop Frame with Handle 7.1.23 Dipper 7.1.24 Caddy Basket 7.1.25 Garbage Tong 7.1.26 Janitorial Cart 7.1.27 Paint brush 7.2 Sanitizing and Disinfecting Tools <ul style="list-style-type: none"> 7.2.1 Spray Bottle

VARIABLE	RANGE
	7.2.2 Microfiber Cloth 7.2.3 Mop Handle 7.2.4 Microfiber Mop Cloth
8.Equipment	Equipment may include: 8.1 Cleaning Equipment 8.1.1 Low speed Floor Polisher 8.1.2 High Speed Polisher 8.1.3 Hand spray gun 8.1.4 Escalator Cleaner 8.1.5 Pressure Washer 8.1.6 Handheld Polisher 8.1.7 Polishing brush/pads 8.1.8 Spray vacuum cleaner 8.1.9 Vacuum Cleaner 8.1.10 Blower 8.1.11 Extractor Machine 8.1.12 Auto scrubber Machine 8.2 Sanitizing Equipment 8.2.1 Regulated Misting Machine 8.2.2 Air Purifier and Ionizer 8.2.3 Humidifier 8.2.4 Hand spray gun 8.3 Disinfecting Equipment 8.3.1 Steam Cleaner 8.3.2 Portable UV Light 8.3.3 Misting Machine 8.3.4 Hand spray gun
9. Supplies	Supplies may include: 9.1 Cleaning Supplies 9.1.1 Microfiber rags 9.1.2 Scrubbing Pad 9.1.3 Buffing Pad 9.1.4 Scouring Pad 9.1.5 Stripping Pad 9.1.6 Nylon Brush 9.1.7 Hand Pad 9.1.8 Steel Wool 9.1.9 Carpet Bonnet 9.1.10 Trash Bag 9.1.11 Tissue (Soft Tissue/Paper Towel Tissue) 9.1.12 Vacuum Filter 9.1.13 Microfiber Mop Head 9.1.14 Dust Mop Head 9.2 Sanitizing and Disinfecting Supplies 9.2.1 Microfiber rags 9.2.2 Microfiber Mop Head 9.2.3 Trash Bag 9.3 Solutions 9.3.1 Cleaning Solutions 9.3.1.1 All-purpose cleaner

VARIABLE	RANGE
	<ul style="list-style-type: none"> 9.3.1.2 Glass Cleaner 9.3.1.3 Stainless cleaner polish 9.3.1.4 Furniture polish 9.3.1.5 Toilet Bowl Cleaner 9.3.1.6 Carpet Shampoo cleaner 9.3.1.7 Stripper solution 9.3.1.8 Spray buff solution 9.3.1.9 Liquid Floor Wax 9.3.1.10 Marble crystallizer 9.3.1.11 Floor Sealer 9.3.1.12 Air Freshener 9.3.1.13 Wood Stain 9.3.1.14 Stripsol 9.3.1.15 Degreaser 9.3.1.16 Hand Soap 9.3.1.17 Carpet Stain Remover 9.3.1.18 Granite Crystallizer 9.3.1.19 Marble Polishing Compound 9.3.1.20 Deodorizer 9.3.1.21 Powder Soap 9.3.1.22 Dishwashing Liquid 9.3.1.21 Dishwashing Paste 9.3.2 Sanitizing Solutions <ul style="list-style-type: none"> 9.3.2.1 Alcohol 9.3.2.2 Sanitizer 9.3.3 Disinfecting Solutions <ul style="list-style-type: none"> 9.3.3.1 Disinfectant cleaner 9.3.3.2 Bleach

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Checked the condition of the area</p> <p>1.1.1 Identified the facilities and work areas to be cleaned.</p> <p>1.1.2 Checked the conditions of the areas to be cleaned.</p> <p>1.2 Arranged the supplies, tools and equipment.</p> <p>1.2.1 Identified cleaning, sanitizing and disinfecting procedures.</p> <p>1.2.2 Prepared tools and equipment.</p> <p>1.3 Checked the condition of the needed tools, equipment, supplies/materials</p> <p>1.3.1 Checked the conditions of the appropriate tools, equipment and supplies/materials</p> <p>1.3.2 Reported lacking and defective equipment and tools</p> <p>1.3.4 Replaced and replenished the unavailable and expired supplies</p>
<p>2. Resource Implications</p>	<p>The following resources MUST be provided</p> <p>2.1 Fully operational tools, equipment, and availability of supplies/materials.</p> <p>2.2 Workstation/Workplace location/Cleaning Laboratory</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may or must be assessed through</p> <p>3.1 Written Examination</p> <p>3.2 Oral Questioning</p> <p>3.3 Practical demonstration</p> <p>3.4 Direct observation</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : CLEAN COMMON AND RESTRICTED AREAS

UNIT CODE : AB-SOC1381500911302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform preventive, routine, periodic, and restorative cleaning, and maintain and store cleaning tools and equipment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform preventive, routine, periodic, and restorative cleaning	1.1 Approved work permit is secured from the client following enterprise procedure. 1.2 Approved work permit is presented to authority for cleaning restricted areas following enterprise procedure 1.3 PPE is worn during the actual cleaning following safety procedure. 1.4 Preventive and routine top to bottom cleaning is performed based on the Standard Operating Procedure. 1.5 Periodic cleaning is performed based on Standard Operating Procedure 1.6 Restorative cleaning is performed based on Standard Operating Procedure	Environmental Concerns and Other Related Law 1.1 Cleaning work safety practices 1.2 Types of PPE 1.3 Work permit content Technology 1.4 Types of cleaning 1.5 Work permit content 1.6 Types of equipment, tools, materials, and solution 1.7 Procedure in operating an equipment Attitude: 1.8 Keen in details	1.1 Time management skills 1.2 Safety consciousness 1.3 Active listening skills and following instructions 1.4 Flexibility 1.5 Resourcefulness
2. Maintain and store cleaning tools and equipment	2.1 Cleaning tools and equipment are checked after use for functionality based on the manufacturer's manual. 2.2 Cleaning tools and equipment defects are reported in accordance with the equipment and local instruction. 2.3 Equipment is cleaned after used in accordance with the company's local instructions and equipment user's manual	Technology 2.1 Proper and safe handling of tools and equipment 2.2 Proper use of PPE 2.3 Various types of tools and equipment used for cleaning 2.4 Proper storage of supplies, tools, equipment, materials,	2.1 Time management skills 2.2 Safety consciousness 2.3 Active listening skills and following instructions 2.4 Problem solving and decision making 2.5 Flexibility

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 <i>Cleaning tools and Equipment</i> are stored and secured according to the company's local instructions and equipment user's manual.	solutions after use by observing 6's. 2.5 Tools and equipment storage facility Communication: 2.6 Equipment inspection checklist Attitude: 2.7 Keen in details	

RANGE OF VARIABLES

VARIABLE	RANGE
1. PPE	PPE may include: 1.1. Gloves 1.2 Goggles 1.3 Apron 1.4 Mask 1.5 Safety Shoes 1.6. Safety Vest
2. Preventive cleaning	Preventive cleaning may include: 2.1 Dusting of ceiling, wall, furniture and fixtures and floors 2.2 Damp wiping of wall, furniture and fixtures 2.3 Glass cleaning 2.4 Emptying trash 2.5 Cleaning of mattings 2.6 Damp mopping of floors
3. Routine top to bottom cleaning	Routine top to bottom cleaning may include: 3.1 Dusting of ceiling, wall, furniture and fixtures and floors 3.2 Damp wiping of wall, furniture and fixtures 3.3 Glass cleaning 3.4 Emptying trash 3.4 Damp mopping of floors
4. Periodic Cleaning	Periodic cleaning includes but not limited to: 4.1 Floor polishing 4.1.1 Spray buffing 4.1.2 Marble and Granite crystallization 4.2 Floor scrubbing 4.3 Floor wax application 4.4 Carpet damp buffing 4.5 Carpet shampooing 4.6 Fabric Upholstery shampooing 4.7 Pressure washing
5. Restorative Cleaning	Restorative cleaning may include: 5.1 Floor stripping 5.2 Application of floor wax 5.3 Carpet extraction cleaning
6. Authority	Authority may include: 6.1 Security officer 6.2 Safety department officer
7. Tools	Tools may include: 7.1 Cleaning Tools 7.1.1 Microfiber Cloth 7.1.2 Microfiber Mop Cloth 7.1.3 Bucket and Wringer 7.1.4 Dustpan 7.1.5 Brooms (Stick Broom / Broomstick) 7.1.6 Synthetic Broom 7.1.7 Spatula

VARIABLE	RANGE
	<ul style="list-style-type: none"> 7.1.8 Wet Floor Sign 7.1.9 Garbage Bin 7.1.10 Glass squeegee 7.1.11 Pail 7.1.12 Measuring device 7.1.13 Mop Handle 7.1.14 Ceiling broom 7.1.15 Polishing pad 7.1.16 Push mop 7.1.17 Steel barricade stand 7.1.18 Floor squeegee 7.1.19 Anti-static duster 7.1.20 Push brush 7.1.21 Telescopic pole 7.1.22 Dust Mop Frame with Handle 7.1.23 Dipper 7.1.24 Caddy Basket 7.1.25 Garbage Tong 7.1.26 Janitorial Cart 7.1.27 Paint brush 7.2 Sanitizing and Disinfecting Tools <ul style="list-style-type: none"> 7.2.1 Spray Bottle 7.2.2 Microfiber Cloth 7.2.3 Mop Handle 7.2.4 Microfiber Mop Cloth
8. Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> 8.1 Cleaning Equipment <ul style="list-style-type: none"> 8.1.1 Low speed Floor Polisher 8.1.2 High Speed Polisher 8.1.3 Hand spray gun 8.1.4 Escalator Cleaner 8.1.5 Pressure Washer 8.1.6 Handheld Polisher 8.1.7 Polishing brush/pads 8.1.8 Spray vacuum cleaner 8.1.9 Vacuum Cleaner 8.1.10 Blower 8.1.11 Extractor Machine 8.1.12 Auto scrubber Machine 8.2 Sanitizing Equipment <ul style="list-style-type: none"> 8.2.1 Regulated Misting Machine 8.2.2 Air Purifier and Ionizer 8.2.3 Humidifier 8.2.4 Hand spray gun 8.3 Disinfecting Equipment <ul style="list-style-type: none"> 8.3.1 Steam Cleaner 8.3.2 Portable UV Light

VARIABLE	RANGE
	8.3.3 Misting Machine 8.3.4 Hand spray gun

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Performed preventive, routine, periodic, and restorative cleaning <ul style="list-style-type: none"> 1.1.1 Presented approved work permit 1.1.2 Performed Preventive and routine top to bottom cleaning 1.1.3 Performed periodic cleaning 1.1.4 Performed restorative cleaning 1.2 Maintained and stored cleaning tools and equipment <ul style="list-style-type: none"> 1.2.1 Checked cleaning tools and equipment 1.2.2 Reported cleaning tools and equipment defects 1.2.3 Cleaned equipment 1.2.4 Stored and secured cleaning tools and equipment
<p>2. Resource Implications</p>	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> 2.1 Fully operational tools, equipment, and availability of supplies/materials. 2.2 Workstation/Workplace location/Cleaning Laboratory
<p>3. Methods of Assessment</p>	<p>Competency in this unit may or must be assessed through</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Oral Questioning 3.3 Practical demonstration 3.4 Direct observation
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : PERFORM SANITATION AND DISINFECTION

UNIT CODE : AB-SOC1381500911303

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to sanitize low risk areas, disinfect high risk areas and high touch points, and maintain and store disinfecting tools and equipment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Sanitize low risk areas	1.1 Tools and equipment are used according to manufacturer’s manual. 1.2 Spraying of the sanitizing solution is performed in accordance with the Standard Operating Procedure 1.3 Wiping technique is performed following the Standard Operating Procedure 1.4 High touch points are identified based on enterprise procedure. 1.5 Sanitizing solutions are applied based on the Standard Operating Procedures	Science 1.1 Different types of sanitizing tools, and solutions Environmental Concerns and Other Related Law 1.2 Occupational Safety and Health Standards Technology 1.3 Procedures in sanitizing 1.4 Sanitizing work safety practices 1.5 Sanitation techniques and procedures for Low-risk areas 1.6 Wiping technique Attitude: 1.7 Keen in details	1.1 Time management skills 1.2 Safety consciousness 1.3 Active listening skills and following instructions 1.4 Flexibility
2. Disinfect high risk areas and high touch points	2.1 Spraying of the disinfecting solution is performed following enterprise procedure. 2.2 Required waiting time of disinfectant solution to set in is observed based on label instruction and Safety Data Sheet (SDS). 2.3 S-stroke wiping technique is performed based on the Standard Operating Procedure 2.4 High risk areas and high touch points are identified	Technology 2.1 Different types of enterprise-based facility set up - healthcare, manufacturing, residential, mall, hotels, bank, warehouse, schools, and BPO. 2.2 Procedures in disinfecting enterprise facility 2.3 Disinfecting work safety practices	2.1 Time management skills 2.2 Safety consciousness 2.3 Active listening skills and following instructions 2.4 Flexibility

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>based on enterprise procedure.</p> <p>2.5 Disinfecting solutions are applied based on the Standard Operating Procedures</p> <p>2.6 Regulated Misting machine is used in accordance with the user's manual.</p> <p>2.7 Portable UV lights is used based on the user's manual</p>	<p>2.4 Proper and safe handling procedures of supplies, tools, equipment, materials and solutions after disinfection to avoid cross-contamination.</p> <p>2.5 Disinfecting techniques and procedures for High-risk areas and high touch surfaces</p> <p>2.6 Different types of disinfecting equipment, tools, and chemicals for enterprise facility</p> <p>2.7 Label Instruction</p> <p>Environmental Concerns and Other Related Law</p> <p>2.8 OSH manual on work safety practices</p> <p>Communication:</p> <p>2.9 Accomplishment of SDS</p> <p>Attitude:</p> <p>2.10 Keen in details</p>	
3. Maintain and store disinfecting tools and equipment	<p>3.1 Disinfecting tools and equipment are checked after use for functionality based on manufacturer's manual.</p> <p>3.2 Disinfecting tools and equipment defects are reported in accordance with the local instruction.</p> <p>3.3 Disinfecting equipment is cleaned after use in accordance with the company's local instructions and equipment user's manual.</p> <p>3.4 Disinfecting tools and Equipment are stored and secured according to</p>	<p>Environmental Concerns and Other Related Law</p> <p>3.1 Proper use of PPE</p> <p>Technology</p> <p>3.2 Proper and safe handling of tools and equipment</p> <p>3.3 Various types of tools and equipment used for disinfecting.</p> <p>3.4 Proper storage of tools and</p>	<p>3.1 Time management skills</p> <p>3.2 Safety consciousness</p> <p>3.3 Active listening skills and following instructions</p> <p>3.4 Decision making skills</p> <p>3.5 Flexibility</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	company's local instructions and equipment user's manual.	equipment after use 3.5 Tools and equipment storage facility Communication: 3.6 Accomplishment of Equipment inspection checklist	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sanitizing solution	Sanitizing solution may include: 1.1 Alcohol 1.2 Sanitizer cleaner
2. Disinfecting Solution	Disinfecting solution may include: 2.1 Bleach 2.2 Disinfectant cleaner
3. High-risk areas	High-risk areas may include: 3.1 Clinic 3.2 Hospital 3.3 Kitchen 3.4 Pantry 3.5 Cafeteria/canteen 3.6 Production area 3.7 Lobby 3.8 Locker 3.9 Elevator
4. High-touch points	High-touch points may include: 4.1 Door handles 4.2 Faucet 4.3 Light switches 4.4 Chairs 4.5 Tables 4.6 Counters 4.7 Handrails 4.8 Other shared equipment
5. Tools	Tools may include but not limited to: 5.1 Cleaning Tools 5.1.1 Microfiber Cloth 5.1.2 Microfiber Mop Cloth 5.1.3 Bucket and Wringer 5.1.4 Dustpan 5.1.5 Brooms (Stick Broom / Broomstick) 5.1.6 Synthetic Broom 5.1.7 Spatula 5.1.8 Wet Floor Sign 5.1.9 Garbage Bin 5.1.10 Glass squeegee 5.1.11 Pail 5.1.12 Measuring device 5.1.13 Mop Handle 5.1.14 Ceiling broom 5.1.15 Polishing pad 5.1.16 Push mop 5.1.17 Steel barricade stand 5.1.18 Floor squeegee 5.1.19 Anti-static duster 5.1.20 Push brush 5.1.21 Telescopic pole 5.1.22 Dust Mop Frame with Handle 5.1.23 Dipper

VARIABLE	RANGE
	5.1.24 Caddy Basket 5.1.25 Garbage Tong 5.1.26 Janitorial Cart 5.1.27 Paint brush 5.2 Sanitizing and Disinfecting Tools 5.2.1 Spray Bottle 5.2.2 Microfiber Cloth 5.2.3 Mop Handle 5.2.4 Microfiber Mop Cloth
6. Equipment	Equipment may include: 6.1 Cleaning Equipment 6.1.1 Low speed Floor Polisher 6.1.2 High Speed Polisher 6.1.3 Hand spray gun 6.1.4 Escalator Cleaner 6.1.5 Pressure Washer 6.1.6 Handheld Polisher 6.1.7 Polishing brush/pads 6.1.8 Spray vacuum cleaner 6.1.9 Vacuum Cleaner 6.1.10 Blower 6.1.11 Extractor Machine 6.1.12 Auto scrubber Machine 6.2 Sanitizing Equipment 6.2.1 Regulated Misting Machine 6.2.2 Air Purifier and Ionizer 6.2.3 Humidifier 6.2.4 Hand spray gun 6.3 Disinfecting Equipment 6.3.1 Steam Cleaner 6.3.2 Portable UV Light 6.3.3 Misting Machine 6.3.4 Hand spray gun

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Sanitized low risk areas <ul style="list-style-type: none"> 1.1.1 Performed wiping techniques 1.1.2 Identified high touch points 1.1.3 Applied sanitizing solutions 1.2 Disinfected high-risk areas and high touch points <ul style="list-style-type: none"> 1.2.1 Observed the required waiting time of disinfectant solution to set in 1.2.2 Performed S-stroke wiping technique 1.2.3 Identified high risk areas and high touch points 1.2.3 Applied disinfecting solutions 1.2.4 Used Regulated Misting Machine 1.2.5 Used Portable UV lights 1.3 Maintained and stored disinfecting tools and equipment <ul style="list-style-type: none"> 1.3.1 Reported disinfecting tools and equipment defects 1.3.2 Cleaned disinfecting equipment after use 1.3.3 Stored and secured disinfecting tools and equipment
<p>2. Resource Implications</p>	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> 2.1 Fully operational tools, equipment, and availability of supplies/materials. 2.2 Workstation/Workplace location/Cleaning Laboratory
<p>3. Methods of Assessment</p>	<p>Competency in this unit may or must be assessed through</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Oral Questioning 3.3 Practical demonstration 3.4 Direct observation
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : HANDLE WASTES

UNIT CODE : AB-SOC1381500911304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to perform proper waste segregation, and turn over waste to the Management Recovery Facility (MRF).

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform waste segregation	1.1 Wastes are sorted according to types . 1.2 Safe handling of used supplies is performed following label instruction.	Environmental Concerns and Other Related Law 1.1 Occupational Safety and Health Standards Science 1.2 Different types of waste Technology 1.3 Proper and safe handling of waste Attitude 1.4 Keen in details	1.1 Time management skills 1.2 Safety consciousness 1.3 Sorting Skills 1.4 Flexibility
2. Turn over waste to the Materials Recovery Facility (MRF)	2.1 Sorted wastes are transferred to the MRF in accordance with the enterprise procedure. 2.2 Transfer of waste materials to the MRF is documented using the prescribed waste transfer form.	Environmental Concerns and Other Related Law 2.1 Wastes Management 2.2 Familiarization with MRF locations Technology: 2.3 Proper and safe waste transfer 2.4 OSH Manual Communication 2.6 Waste transfer form Attitude 2.7 Keen in details	2.1 Time management skills 2.2 Safety consciousness 2.3 Active listening skills and following instructions 2.4 Flexibility 2.5 Writing skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Types of Wastes	Types of wastes may include: 1.1 Biodegradable 1.2 Non-biodegradable
2. Supplies	Supplies may include: 2.1 Cleaning Supplies 2.1.1 Microfiber rags 2.1.2 Scrubbing Pad 2.1.3 Buffing Pad 2.1.4 Scouring Pad 2.1.5 Stripping Pad 2.1.6 Nylon Brush 2.1.7 Hand Pad 2.1.8 Steel Wool 2.1.9 Carpet Bonnet 2.1.10 Trash Bag 2.1.11 Tissue (Soft Tissue/Paper Towel Tissue) 2.1.12 Vacuum Filter 2.1.13 Microfiber Mop Head 2.1.14 Dust Mop Head 2.2 Sanitizing and Disinfecting Supplies 2.2.1 Microfiber rags 2.2.2 Microfiber Mop Head 2.2.3 Trash Bag 2.3 Solutions 2.3.1 Cleaning Solutions 2.3.1.1 All-purpose cleaner 2.3.1.2 Glass Cleaner 2.3.1.3 Stainless cleaner polish 2.3.1.4 Furniture polish 2.3.1.5 Toilet Bowl Cleaner 2.3.1.6 Carpet Shampoo cleaner 2.3.1.7 Stripper solution 2.3.1.8 Spray buff solution 2.3.1.9 Liquid Floor Wax 2.3.1.10 Marble crystallizer 2.3.1.11 Floor Sealer 2.3.1.12 Air Freshener 2.3.1.13 Wood Stain 2.3.1.14 Stripsol 2.3.1.15 Degreaser 2.3.1.16 Hand Soap 2.3.1.17 Carpet Stain Remover 2.3.1.18 Granite Crystallizer 2.3.1.19 Marble Polishing Compound 2.3.1.20 Deodorizer 2.3.1.21 Powder Soap 2.3.1.22 Dishwashing Liquid 2.3.1.23 Dishwashing Paste

VARIABLE	RANGE
	2.3.2 Sanitizing Solutions 2.3.2.1 Alcohol 2.3.2.2 Sanitizer 2.3.3 Disinfecting Solutions 2.3.3.1 Disinfectant cleaner 2.3.3.2 Bleach

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Performed waste handling and segregation <ul style="list-style-type: none"> 1.1.1 Sorted wastes 1.1.2 Performed safe handling of used supplies 1.1.3 Turned over waste to the Materials Recovery Facility (MRF) 1.2.1 Transferred sorted wastes to the MRF 1.2.2 Documented transfer of waste materials to the MRF
<p>2. Resource Implications</p>	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> 2.1 Fully operational tools, equipment, and availability 2.2 Workstation/Workplace location/Cleaning Laboratory
<p>3. Methods of Assessment</p>	<p>Competency in this unit may or must be assessed through</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Oral Questioning 3.3 Practical demonstration 3.4 Direct observation
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

GLOSSARY OF TERMS

All Purpose Cleaner (APC)	All Purpose Cleaner - All around cleaning in any hard surfaces in damp wiping and damp mopping.
Carpet Shampooing	a process of carpet cleaning to remove all heavy dirt and soil from the surface.
Carpet spotting	a process of carpet cleaning to remove stains on specific areas.
Chemical/Cleaning Agent	a liquid cleaning consumable used to remove stain, dirt, and bad odor from different types of surfaces.
Common area	shared space or amenity which is generally accessible to all customers and visitors.
Consumable	a type of cleaning material in liquid and solid forms.
Damp mop	a long-handed tool used to remove light dirt attached from the surface of the floor.
Detergent	a cleaning agent in liquid and powder form used for scrubbing hard surfaces.
Disinfection	the process of eliminating or reducing harmful microorganisms from inanimate objects and surfaces.
Dry cleaning procedures	a process of vacuuming, dust mopping, and floor polishing.
Dry mop	a long-handed tool used to remove liquid waste from the floor surfaces
Dry vacuum cleaner	an electrical machine used to suction and collect dust particles from floors and other surfaces
Enterprise facility	a type of facility set up based on the nature of the business of the client like healthcare, manufacturing, residential, mall, hotels, bank, warehouse, schools, and BPO.
Equipment	a type of machine used for cleaning which can be powered by electricity, gas, and battery when operating.
Facility Cleaning area	a structural model used as a laboratory for all cleaning, sanitizing, and disinfecting activities.
Floor Polisher	a versatile floor cleaning machine that is used to scrub, polish, and buff floor to maintain its appearance and texture.
Floor Stripper	a liquid consumable used to remove old wax and dirt from the surface of the floor.

Glass Squeegee	tool with a rubber blade with short handle that is used for removing water from a surface such as a window or mirror after it has been washed
Hazards	a source of potential damage, harm, or adverse health effects.
High touch surfaces	are those that people frequently touch which could become easily contaminated with microorganisms - like door handles, faucet, light switches, chairs, tables, counters, handrails, and shared equipment.
High-risk area	an area vulnerable to sickness where there is a high volume of foot traffic like restroom, clinic, hospital, kitchen, pantry, cafeteria/canteen, production area, lobby, locker, and elevator.
Liquid Floor Wax	a liquid consumable used to maintain and protect shiny appearance of hard surface floors
Local instruction	refers to the instruction from the client or customer.
Low-risk area	a Low contamination risk area including offices, meeting rooms, hallways, lounge, and waiting areas.
Manual Operating Procedures (MOP)	Manual Operating Procedures – handbook that lists all the written instructions and provides a comprehensive guide for overall operations.
Material	a type of consumable used for cleaning.
Materials Recovery Facility (MRF)	also known as materials reclamation facility or materials recycling facility; an area receives, separates, and recyclables to be sold to an end buyer.
Measuring cup	tool used to dilute the volume of chemicals
Periodic cleaning	refers to cleaning procedures that remove moderate to heavy amounts of soil tracked onto the surface and should be done on a scheduled basis.
Personal Protective Equipment (PPE)	equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses.
Polishing	a process of cleaning using polisher equipment to restore the high gloss of the surface.
Preventive cleaning	refers to cleaning procedures that reduce or limit the amount of soil tracked onto the surface.
Restorative cleaning	refers to cleaning procedures used when overall soiling becomes apparent, and a greater cleaning effectiveness than periodic maintenance is required and should be done on the scheduled basis.
Restricted area	an area in which need permission and approval to access (ex., vault room, IT server room, electrical room)
Routine top to bottom cleaning	cleaning performed on a daily basis to ensure constant cleanliness

Safety Data Sheet (SDS)	a detailed informational document prepared by the manufacturer of a cleaning chemical or importer of a hazardous chemical and describes the physical and chemical properties of the product.
Sanitation	the process of removing as much contamination as possible from an object or surface.
Scrubbing	a process of cleaning using equipment to remove dirt and stain attached from the surface.
Shared Equipment	are those frequently used and shared by all like ATM Machines, Water Dispenser, Printers, Scanner, Photocopier, Refrigerator, Coffee Machines, and all other kitchen appliances.
Spatula	a tool used to scrape dirt attached from the surface
Sponge	a cleaning material used for scrubbing glass surfaces and absorbing water.
Sponge with scrubbing pad	a cleaning material used for scrubbing hard surfaces and absorbing water.
Spray vacuum cleaner	an electrical equipment with 2 in 1 function (vacuum and spray) used for carpet and fabric upholstery cleaning.
Standard Operating Procedures (SOP)	a document containing step-by-step instructions to guide employees on how to perform a technical, repetitive process within an organization.
Supplies, Tools, Equipment, Materials, Solutions (STEMS)	a group of cleaning materials required to be used in the cleaning process.
Toilet Bowl Cleaner (TBC)	a solution used for daily cleaning inside of urinals and toilet bowls.
Tool	a handheld device used in manual operations
Vacuuming	a process of cleaning using vacuum equipment to suction all dirt from the surface.
Waiting time	how long a solution needs to stay wet on a surface for about 15 seconds – 30 minutes in order to be effective.
Wet & Dry vacuum cleaner (2-in-1)	an electrical machine used to suction and collects wet and dry particles from floors and other surfaces
Wet cleaning procedures	a process of cleaning which involves scrubbing, stripping, and shampooing.
Wet mop	a long-handed tool used to evenly spread out the solution on the floor.
Wet vacuum cleaner	an electrical machine used to suction and collect wet particles from floors and other surfaces

ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) would like to recognize the commitment of industry experts who provided their time and expertise for the development of this Competency Standard.

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