

# COMPETENCY STANDARDS

## DIGITAL MARKETING PQF LEVEL III



### INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SECTOR

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
TESDA Complex East Service Road, South Luzon Expressway (SLEX),  
Fort Bonifacio, Taguig City

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## INFORMATION AND COMMUNICATION SECTOR

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**COMPETENCY STANDARDS FOR  
DIGITAL MARKETING PQF LEVEL III**

**Section 1 DIGITAL MARKETING PQF LEVEL III QUALIFICATIONS**

The **DIGITAL MARKETING PQF LEVEL III** Qualification consists of competencies that a person must achieve to conduct data analysis, design digital marketing funnel, design creative brief, and create content.

The units of competency comprising this qualification include the following:

| <b>Code</b>         | <b>BASIC COMPETENCIES</b>  |
|---------------------|--|
| 400311319           | Lead workplace communication   |
| 400311320           | Lead small teams   |
| 400311321           | Apply critical thinking and problem-solving techniques in the workplace      |
| 400311322           | Work in a diverse environment  |
| 400311323           | Propose methods of applying learning and innovation in the organization      |
| 400311324           | Use information systematically   |
| 400311325           | Evaluate occupational safety and health work practices                       |
| 400311326           | Evaluate environmental work practices  |
| 400311327           | Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs) |
| <b>Code</b>         | <b>COMMON COMPETENCIES</b>   |
| ICT315202           | Apply quality standards  |
| ICT311203           | Perform Computer Operations  |
|                     |  |
| <b>Code</b>         | <b>CORE COMPETENCIES</b>   |
| AB-ICT0730600251304 | Conduct Data Analysis  |
| AB-ICT0730600251305 | Design Digital Marketing Funnel  |
| AB-ICT0730600251306 | Design Creative Brief  |
| AB-ICT0730600251307 | Create Content   |

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

- Digital Marketing Specialist I

## SECTION 2 COMPETENCY STANDARDS

This section provides the Technical Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **DIGITAL MARKETING PQF LEVEL III**

### BASIC COMPETENCIES

**UNIT OF COMPETENCY** : **LEAD WORKPLACE COMMUNICATION**

**UNIT CODE** : **400311319**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills, and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes the preparation of written communication materials.

| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE  | REQUIRED SKILLS   |
|--|--|---|---|
| 1. Communicate information about workplace processes | 1.1 Relevant <b>communication method</b> is selected based on workplace procedures.<br>1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements.<br>1.3 Questioning is applied to gain extra information.<br>1.4 Relevant sources of information are identified in accordance with workplace/ client requirements.<br>1.5 Information is selected and organized following enterprise procedures.<br>1.6 Verbal and written reporting is | 1.1 Organization requirements for written and electronic communication methods<br>1.2 Effective verbal communication methods<br>1.3 Business writing<br>1.4 Workplace etiquette | 1.1 Organizing information<br>1.2 Conveying intended meaning<br>1.3 Participating in a variety of workplace discussions<br>1.4 Complying with organization requirements for the use of written and electronic communication methods<br>1.5 Effective business writing<br>1.6 Effective clarifying and probing skills<br>1.7 Effective questioning techniques (clarifying and probing) |

|   |  |  |   |
|---|--|--|---|
|   | <p>undertaken when required.</p> <p>1.7 Communication and negotiation skills are applied and maintained in all relevant situations.</p>  |  |   |
| 2. Lead workplace discussions                               | <p>2.1 Response to workplace issues are sought following enterprise procedures.</p> <p>2.2 Response to workplace issues are provided immediately.</p> <p>2.3 Constructive contributions are made to <b>workplace discussions</b> on such issues as production, quality and safety.</p> <p>2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly.</p>              | <p>2.1 Organization requirements for written and electronic communication methods</p> <p>2.2 Effective verbal communication methods</p> <p>2.3 Workplace etiquette</p>   | <p>2.1 Organizing information</p> <p>2.2 Conveying intended meaning</p> <p>2.3 Participating in variety of workplace discussions</p> <p>2.4 Complying with organization requirements for the use of written and electronic communication methods</p> <p>2.5 Effective clarifying and probing skills</p>   |
| 3. Identify and communicate issues arising in the workplace | <p>3.1 Issues and problems are identified as they arise.</p> <p>3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication.</p> <p>3.3 Dialogue is initiated with appropriate personnel.</p> <p>3.4 Communication problems and issues are raised as they arise.</p> <p>3.5 Identify barriers in communication to be addressed appropriately.</p> | <p>3.1 Organization requirements for written and electronic communication methods</p> <p>3.2 Effective verbal communication methods</p> <p>3.3 Workplace etiquette</p> <p>3.4 Communication problems and issues</p> <p>3.5 Barriers in communication</p> | <p>3.1 Organizing information</p> <p>3.2 Conveying intended meaning</p> <p>3.3 Participating in a variety of workplace discussions</p> <p>3.4 Complying with organization requirements for the use of written and electronic communication methods</p> <p>3.5 Effective clarifying and probing skills</p> <p>3.6 Identifying issues</p> <p>3.7 Negotiation and communication skills</p> |

## RANGE OF VARIABLES

| VARIABLE                  | RANGE  |
|---------------------------|--|
| 1. Work requirements      | May include:<br>1.1 Client Profile<br>1.2 Assignment instructions  |
| 2. Team member's concerns | May include:<br>2.1 Roster/shift details   |
| 3. Monitor performance    | May include:<br>3.1 Formal process<br>3.2 Informal process   |
| 4. Feedback               | May include:<br>4.1 Formal process<br>4.2 Informal process   |
| 5. Performance issues     | May include:<br>5.1 Work output<br>5.2 Work quality<br>5.3 Team participation<br>5.4 Compliance with workplace protocols<br>5.5 Safety<br>5.6 Customer service |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of Competency | <b>Assessment requires evidence that the candidate:</b><br>1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario<br>1.2 Assessed and monitored team and individual performance against set criteria<br>1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf<br>1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed<br>1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members |
| 2. Resource                       | <b>The following resources should be provided:</b><br>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place<br>2.2 Materials relevant to the proposed activity or task   |
| 3. Methods of Assessment          | <b>Competency in this unit may be assessed through:</b><br>3.1 Written Examination<br>3.2 Oral Questioning<br>3.3 Portfolio  |
| 4. Context for Assessment         | 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.  |

**UNIT OF COMPETENCY : APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE**

**UNIT CODE : 400311321**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes required to solve problems in the workplace including the application of problem-solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

| <b>ELEMENT</b>                           | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>   |
|--|--|--|--|
| 1. Examine specific workplace challenges | 1.1 Variances are examined from normal operating <b>parameters</b> , and product quality.<br>1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and <b>analytical techniques</b> .<br>1.3 <b>Problems</b> are clearly stated and specified. | 1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations.<br>1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges.<br>1.3 Relevant equipment and operational processes.<br>1.4 Enterprise goals, targets and measures.<br>1.5 Enterprise quality OHS and environmental requirement.<br>1.6 Enterprise information systems and data collation | 1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information ) in examining specific challenges in the workplace.<br>1.2 Identifying extent and causes of specific challenges in the workplace |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|---|--|---|---|
| 2. Analyze the causes of specific workplace challenges    | <p>2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools/ analytical techniques.</p> <p>2.2 Possible cause statements are developed based on findings.</p> <p>2.3 Fundamental causes are identified per results of investigation conducted.</p> | <p>1.7 Industry codes and standards.</p> <p>2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations.</p> <p>2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations</p> <p>2.3 Relevant equipment and operational processes.</p> <p>2.4 Enterprise goals, targets and measures.</p> <p>2.5 Enterprise quality OSH and environmental requirement.</p> <p>2.6 Enterprise information systems and data collation.</p> <p>2.7 Industry codes and standards.</p> | <p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information ) in examining specific challenges in the workplace.</p> <p>2.2 Identifying extent and causes of specific challenges in the workplace.</p> <p>2.3 Providing clear-cut findings on the nature of each identified workplace challenges.</p> |
| 3. Formulate resolutions to specific workplace challenges | <p>3.1 All possible options are considered for resolution of the problem.</p> <p>3.2 Strengths and weaknesses of</p>   | <p>3.1 Competence to include the ability to apply and explain, sufficient for the identification of</p>   | <p>3.1 Using range of analytical techniques (e.g., planning,</p>  |



| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|---|--|--|--|
|   | <p>possible options are considered.</p> <p>3.3 Corrective actions are determined to resolve the problem and possible future causes.</p> <p>3.4 <b>Action plans</b> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures.</p> | <p>fundamental cause, determining the corrective action and provision of recommendations</p> <p>3.2 Relevant equipment and operational processes</p> <p>3.3 Enterprise goals, targets and measures</p> <p>3.4 Enterprise quality OSH and environmental requirement</p> <p>3.5 Principles of decision making strategies and techniques</p> <p>3.6 Enterprise information systems and data collation</p> <p>3.7 Industry codes and standards</p> | <p>attention, simultaneous and successive processing of information ) in examining specific challenges in the workplace.</p> <p>3.2 Identifying extent and causes of specific challenges in the workplace.</p> <p>3.3 Providing clear-cut findings on the nature of each identified workplace challenges.</p> <p>3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.</p> |
| 4. Implement action plans and communicate results | <p>4.1 Action plans are implemented and evaluated.</p> <p>4.2 Results of plan implementation and recommendations are prepared.</p>   | 4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental   | 4.1 Using range of analytical techniques (e.g., planning, attention,   |

| ELEMENT | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables                                    | REQUIRED KNOWLEDGE  | REQUIRED SKILLS   |
|---------|---|---|---|
|         | <p>4.3 Recommendations are presented to appropriate personnel.</p> <p>4.4 Recommendations are followed-up, if required.</p> | <p>cause, determining the corrective action and provision of recommendations</p> <p>4.2 Relevant equipment and operational processes</p> <p>4.3 Enterprise goals, targets and measures</p> <p>4.4 Enterprise quality, OSH and environmental requirement</p> <p>4.5 Principles of decision making strategies and techniques</p> <p>4.6 Enterprise information systems and data collation</p> <p>4.7 Industry codes and standards</p> | <p>simultaneous and successive processing of information ) in examining specific challenges in the workplace.</p> <p>4.2 Identifying extent and causes of specific challenges in the workplace.</p> <p>4.3 Providing clear-cut findings on the nature of each identified workplace challenges.</p> <p>4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.</p> |

## RANGE OF VARIABLES

| VARIABLE                 | RANGE   |
|--------------------------|---|
| 1. Parameters            | May include:<br>1.1 Processes<br>1.2 Procedures<br>1.3 Systems  |
| 2. Analytical techniques | May include:<br>2.1 Brainstorming<br>2.2 Intuitions/Logic<br>2.3 Cause and effect diagrams<br>2.4 Pareto analysis<br>2.5 SWOT analysis<br>2.6 Gant chart, Pert CPM and graphs<br>2.7 Scattergrams   |
| 3. Problem               | May include:<br>3.1 Routine, non – routine and complex workplace and quality problems<br>3.2 Equipment selection, availability and failure<br>3.3 Teamwork and work allocation problem<br>3.4 Safety and emergency situations and incidents<br>3.5 Risk assessment and management |
| 4. Action plans          | May include:<br>4.1 Priority requirements<br>4.2 Measurable objectives<br>4.3 Resource requirements<br>4.4 Timelines<br>4.5 Co-ordination and feedback requirements<br>4.6 Safety requirements<br>4.7 Risk assessment<br>4.8 Environmental requirements                           |

## EVIDENCE GUIDE

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|--|--|
| <p>1. Critical aspects of Competency</p> | <p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Examined specific workplace challenges.<br/>           1.2 Analyzed the causes of specific workplace challenges.<br/>           1.3 Formulated resolutions to specific workplace challenges.<br/>           1.4 Implemented action plans and communicated results on specific workplace challenges.</p>  |
| <p>2. Resource Implications</p>          | <p>2.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>  |
| <p>3. Methods of Assessment</p>          | <p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Observation<br/>           3.2 Case Formulation<br/>           3.3 Life Narrative Inquiry<br/>           3.4 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> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p> |
| <p>4. Context for Assessment</p>         | <p>In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>   |

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

**UNIT CODE : 400311322**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---|--|--|---|
| 1. Develop an individual's cultural awareness and sensitivity                         | 1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values.<br>1.2 Differences are responded to in a sensitive and considerate manner.<br>1.3 <b>Diversity</b> is accommodated using appropriate verbal and non-verbal communication. | 1.1 Understanding cultural diversity in the workplace<br>1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners)<br>1.3 Different methods of verbal and non-verbal communication in a multicultural setting | 1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies)<br>1.2 Showing affective skills – establishing rapport and empathy, understanding, etc.<br>1.3 Demonstrating openness and flexibility in communication<br>1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices |
| 2. Work effectively in an environment that acknowledges and values cultural diversity | 2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives.  | 2.1 Value of diversity in the economy and society in terms of Workforce development  | 2.1 Demonstrating cross-cultural communication skills and active listening<br>2.2 Recognizing diverse groups  |

| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|--|--|--|--|
|  | 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes.<br>2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.          | 2.2 Importance of inclusiveness in a diverse environment<br>2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives<br>2.4 Strategies for customer service excellence                 | in the workplace and community as defined by divergent culture, religion, traditions and practices<br>2.3 Demonstrating collaboration skills<br>2.4 Exhibiting customer service excellence           |
| 3. Identify common issues in a multicultural and diverse environment | 3.1 <b><i>Diversity-related conflicts</i></b> within the workplace are effectively addressed and resolved.<br>3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly.<br>3.3 Change management policies are in place within the organization. | 3.1 Value, and leverage of cultural diversity<br>3.2 Inclusivity and conflict resolution<br>3.3 Workplace harassment<br>3.4 Change management and ways to overcome resistance to change<br>3.5 Advanced strategies for customer service excellence | 3.1 Addressing diversity-related conflicts in the workplace<br>3.2 Eliminating discriminatory behavior towards customers and co-workers<br>3.3 Utilizing change management policies in the workplace |

## RANGE OF VARIABLES

| VARIABLE                       | RANGE   |
|--------------------------------|---|
| 1. Diversity                   | This refers to diversity in both the workplace and the community and may include divergence in: <ul style="list-style-type: none"> <li>1.1 Religion</li> <li>1.2 Ethnicity, race or nationality</li> <li>1.3 Culture</li> <li>1.4 Gender, age or personality</li> <li>1.5 Educational background</li> </ul>   |
| 2. Diversity-related conflicts | May include conflicts that result from: <ul style="list-style-type: none"> <li>2.1 Discriminatory behaviors</li> <li>2.2 Differences of cultural practices</li> <li>2.3 Differences of belief and value systems</li> <li>2.4 Gender-based violence</li> <li>2.5 Workplace bullying</li> <li>2.6 Corporate jealousy</li> <li>2.7 Language barriers</li> <li>2.8 Individuals being differently-abled persons</li> <li>2.9 Ageism (negative attitude and behavior towards old people)</li> </ul> |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of Competency | <b>Assessment requires evidence that the candidate:</b> <ul style="list-style-type: none"> <li>1.1 Adjusted language and behavior as required by interactions with diversity</li> <li>1.2 Identified and respected individual differences in colleagues, clients and customers</li> <li>1.3 Applied relevant regulations, standards and codes of practice</li> </ul>                       |
| 2. Resource Implications          | <b>The following resources should be provided:</b> <ul style="list-style-type: none"> <li>2.1 Access to workplace and resources</li> <li>2.2 Manuals and policies on Workplace Diversity</li> </ul>  |
| 3. Methods of Assessment          | <b>Competency in this unit may be assessed through:</b> <ul style="list-style-type: none"> <li>3.1 Demonstration or simulation with oral questioning</li> <li>3.2 Group discussions and interactive activities</li> <li>3.3 Case studies/problems involving workplace diversity issues</li> <li>3.4 Third-party report</li> <li>3.5 Written examination</li> <li>3.6 Role Plays</li> </ul> |
| 4. Context for Assessment         | Competency assessment may occur in workplace or any appropriately simulated environment  |

**UNIT OF COMPETENCY : PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

**UNIT CODE : 400311323**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---|--|--|---|
| 1. Assess work procedures, processes and systems in terms of innovative practices | 1.1 <b>Reasons</b> for innovation are incorporated to work procedures.<br>1.2 <b>Models of innovation</b> are researched.<br>1.3 <b>Gaps or barriers</b> to innovation in one's work area are analyzed.<br>1.4 Staff who can support and foster innovation in the work procedure are identified. | 1.1 Seven habits of highly effective people<br>1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)<br>1.3 Five minds of the future concepts (Gardner, 2007)<br>1.4 Adaptation concepts in neuroscience (Merzenich, 2013)<br>1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992) | 1.1 Demonstrating collaboration and networking skills<br>1.2 Applying basic research and evaluation skills<br>1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation |
| 2. Generate practical action plans for improving work procedures, processes       | 2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized.<br>2.2 Range of ideas with other team members and   | 2.1 Seven habits of highly effective people<br>2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)  | 2.1 Assessing readiness for change on simple work procedures, processes and systems<br>2.2 Generating insights on how to improve organizational   |



| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|--|---|--|--|
|  | <p>colleagues are evaluated and discussed.</p> <p>2.3 Work procedures and processes subject to change are selected based on <b>workplace requirements</b> (feasible and innovative).</p> <p>2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems.</p> <p>2.5 <b>Critical inquiry</b> is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.</p> | <p>2.3 Five minds of the future concepts (Gardner, 2007)</p> <p>2.4 Adaptation concepts in neuroscience (Merzenich, 2013)</p> <p>2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, &amp; Norcross, 1992)</p> | <p>procedures, processes and systems through innovation</p> <p>2.3 Facilitating action plans on how to apply innovative procedures in the organization</p>   |
| 3. Evaluate the effectiveness of the proposed action plans | <p>3.1 Work structure is analyzed to identify the impact of the new work procedures.</p> <p>3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure.</p> <p>3.3 Work instruction operational plan of the new work procedure is developed and evaluated.</p>   | <p>3.1 Five minds of the future concepts (Gardner, 2007)</p> <p>3.2 Adaptation concepts in neuroscience (Merzenich, 2013)</p> <p>3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, &amp; Norcross, 1992)</p> | <p>3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation</p> <p>3.2 Facilitating action plans on how to apply innovative procedures in the organization</p> <p>3.3 Communicating results of the evaluation of the proposed</p> |

| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b> | <b>REQUIRED SKILLS</b>   |
|----------------|--|---------------------------|--|
|                | 3.4 Feedback and suggestion are recorded.<br>3.5 Operational plan is updated.<br>3.6 Results and impact on the developed work instructions are reviewed.<br>3.7 Results of the new work procedure are evaluated.<br>3.8 Adjustments are recommended based on results gathered. |                           | and implemented changes in the workplace procedures and systems<br>3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization |

## RANGE OF VARIABLES

| VARIABLE                | RANGE  |
|-------------------------|--|
| 1. Reasons              | May include:<br>1.1 Strengths and weaknesses of the current systems, processes and procedures<br>1.2 Opportunities and threats of the current systems, processes and procedures  |
| 2. Models of innovation | May include:<br>2.1 Seven habits of highly effective people<br>2.2 Five minds of the future concepts (Gardner, 2007)<br>2.3 Neuroplasticity and adaptation strategies  |
| 3. Gaps or barriers     | May include:<br>3.1 Machine<br>3.2 Manpower<br>3.3 Methods<br>3.4 Money  |
| 4. Critical Inquiry     | May include:<br>4.1 Preparation<br>4.2 Discussion<br>4.3 Clarification of goals<br>4.4 Negotiate towards a Win-Win outcome<br>4.5 Agreement<br>4.6 Implementation of a course of action<br>4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking<br>4.8 Listening<br>4.9 Reducing misunderstandings is a key part of effective negotiation<br>4.10 Rapport Building<br>4.11 Problem Solving<br>4.12 Decision Making<br>4.13 Assertiveness<br>4.14 Dealing with Difficult Situations |

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of Competency</p> | <p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Established the reasons why innovative systems are required</p> <p>1.2 Established the goals of a new innovative system</p> <p>1.3 Analyzed current organizational systems to identify gaps and barriers to innovation.</p> <p>1.4 Assessed work procedures, processes and systems in terms of innovative practices.</p> <p>1.5 Generate practical action plans for improving work procedures, and processes.</p> <p>1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning.</p> <p>1.7 Evaluated the effectiveness of the proposed action plans.</p> |
| <p>2. Resource Implications</p>          | <p><b>The following resources should be provided:</b></p> <p>2.1 Pens, papers and writing implements</p> <p>2.2 Cartolina</p> <p>2.3 Manila papers</p>  |
| <p>3. Methods of Assessment</p>          | <p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Psychological and behavioral Interviews</p> <p>3.2 Performance Evaluation</p> <p>3.3 Life Narrative Inquiry</p> <p>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance</p> <p>3.5 Sensitivity analysis</p> <p>3.6 Organizational analysis</p> <p>3.7 Standardized assessment of character strengths and virtues applied</p>  |
| <p>4. Context for Assessment</p>         | <p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>  |

**UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY**

**UNIT CODE : 400311324**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format & check information.

| <b>ELEMENT</b>                       | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--------------------------------------|--|---|--|
| 1. Use technical information         | 1.1 <b>Information</b> are collated and organized into a suitable form for reference and use.<br>1.2 Stored information are classified so that it can be quickly identified and retrieved when needed.<br>1.3 Guidance are advised and offered to people who need to find and use information. | 1.1 Application in collating information<br>1.2 Procedures for inputting, maintaining and archiving information<br>1.3 Guidance to people who need to find and use information<br>1.4 Organize information<br>1.5 classify stored information for identification and retrieval<br>1.6 Operate the technical information system by using agreed procedures | 1.1 Collating information<br>1.2 Operating appropriate and valid procedures for inputting, maintaining and archiving information<br>1.3 Advising and offering guidance to people who need to find and use information<br>1.4 Organizing information into a suitable form for reference and use<br>1.5 Classifying stored information for identification and retrieval<br>1.6 Operating the technical information system by using agreed procedures |
| 2. Apply information technology (IT) | 2.1 <b>Technical information</b> system is operated using agreed procedures.   | 2.1 Attributes and limitations of available software tools  | 2.1 Identifying attributes and limitations of available software tools   |

| ELEMENT                               | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|---------------------------------------|---|---|--|
|                                       | <p>2.2 Appropriate and valid procedures are operated for inputting, maintaining and archiving information.</p> <p>2.3 <b>Software</b> required are utilized to execute the project activities</p> <p>2.4 Information and data obtained are handled, edited, formatted and checked from a range of internal and external <b>sources</b>.</p> <p>2.5 Information are extracted, entered, and processed to produce the outputs required by <b>customers</b>.</p> <p>2.6 Own skills and understanding are shared to help others.</p> <p>2.7 Specified <b>security measures</b> are implemented to protect the confidentiality and integrity of project data held in IT systems.</p> | <p>2.2 Procedures and work instructions for the use of IT</p> <p>2.3 Operational requirements for IT systems</p> <p>2.4 Sources and flow paths of data</p> <p>2.5 Security systems and measures that can be used</p> <p>2.6 Extract data and format reports</p> <p>2.7 Methods of entering and processing information</p> <p>2.8 WWW enabled applications</p> | <p>2.2 Using procedures and work instructions for the use of IT</p> <p>2.3 Describing operational requirements for IT systems</p> <p>2.4 Identifying sources and flow paths of data</p> <p>2.5 Determining security systems and measures that can be used</p> <p>2.6 Extracting data and format reports</p> <p>2.7 Describing methods of entering and processing information</p> <p>2.8 Using WWW applications</p> |
| 3. Edit, format and check information | <p>3.1 Basic editing techniques are used.</p> <p>3.2 Accuracy of documents are checked.</p> <p>3.3 Editing and formatting tools and techniques are used for more complex documents.</p>   | <p>3.1 Basic file-handling techniques</p> <p>3.2 Techniques in checking documents</p> <p>3.3 Techniques in editing and formatting</p> <p>3.4 Proof reading techniques</p>   | <p>3.1 Using basic file-handling techniques is used for the software</p> <p>3.2 Using different techniques in checking documents</p> <p>3.3 Applying editing and</p>   |

| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables | <b>REQUIRED KNOWLEDGE</b> | <b>REQUIRED SKILLS</b>   |
|----------------|---|---------------------------|--|
|                | 3.4 Proof reading techniques is used to check that documents look professional.                 |                           | formatting techniques<br>3.4 Applying proof reading techniques |

## RANGE OF VARIABLES

| VARIABLE                 | RANGE   |
|--------------------------|---|
| 1. Information           | May include:<br>1.1 Property<br>1.2 Organizational<br>1.3 Technical reference   |
| 2. Technical information | May include:<br>2.1 paper based<br>2.2 electronic   |
| 3. Software              | May include:<br>3.1 spreadsheets<br>3.2 databases<br>3.3 word processing<br>3.4 presentation  |
| 4. Sources               | May include:<br>4.1 other IT systems<br>4.2 manually created<br>4.3 within own organization<br>4.4 outside own organization<br>4.5 geographically remote  |
| 5. Customers             | May include:<br>5.1 colleagues<br>5.2 company and project management<br>5.3 clients   |
| 6. Security measures     | May include:<br>6.1 access rights to input;<br>6.2 passwords;<br>6.3 access rights to outputs;<br>6.4 data consistency and back-up;<br>6.5 recovery plans |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of Competency | <b>Assessment requires evidence that the candidate:</b><br>1.1 Used technical information systems and information technology<br>1.2 Applied information technology (IT) systems<br>1.3 Edited, formatted and checked information |
| 2. Resource Implications          | <b>The following resources should be provided:</b><br>2.1 Computers<br>2.2 Software and IT system  |
| 3. Methods of Assessment          | <b>Competency in this unit should be assessed through:</b><br>3.1 Direct Observation<br>3.2 Oral interview and written test  |
| 4. Context for Assessment         | 4.1 Competency may be assessed individually in the actual workplace or through accredited institution  |



**UNIT OF COMPETENCY : EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

**UNIT CODE : 400311325**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>   |
|---|---|--|--|
| 1. Interpret Occupational Safety and Health practices | 1.1 <b>OSH work practices</b> issues are identified relevant to work requirements.<br>1.2 OSH work standards and procedures are determined based on applicability to nature of work.<br>1.3 Gaps in work practices are identified related to relevant OSH work standards.                     | 1.1 OSH work practices issues<br>1.2 OSH work standards<br>1.3 General OSH principles and legislations<br>1.4 Company/ workplace policies/ guidelines<br>1.5 Standards and safety requirements of work process and procedures  | 1.1 Communication skills<br>1.2 Interpersonal skills<br>1.3 Critical thinking skills<br>1.4 Observation skills |
| 2. Set OSH work targets                               | 2.1 Relevant work information are gathered necessary to determine OSH work targets.<br>2.2 <b>OSH Indicators</b> based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures.<br>2.3 Agreed OSH indicators are endorsed for approval from | 2.1 OSH work targets<br>2.2 OSH Indicators<br>2.3 OSH work instructions<br>2.4 Safety and health requirements of tasks<br>2.5 Workplace guidelines on providing feedback on OSH and security concerns<br>2.6 OSH regulations Hazard control procedures<br>2.7 OSH trainings relevant to work | 2.1 Communication skills<br>2.2 Collaborating skills<br>2.3 Critical thinking skills<br>2.4 Observation skills |

| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|--|---|--|--|
|  | <p>appropriate personnel.</p> <p>2.4 <b>OSH work instructions</b> are received in accordance with workplace policies and procedures.</p>  |  |  |
| <p>3. Evaluate effectiveness of Occupational Safety and Health work instructions</p> | <p>3.1 OSH Practices are observed based on workplace standards.</p> <p>3.2 Observed OSH practices are measured against approved <b>OSH metrics</b>.</p> <p>3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards.</p> | <p>3.1 OSH Practices</p> <p>3.2 OSH metrics</p> <p>3.3 OSH Evaluation Techniques</p> <p>3.4 OSH work standards</p> | <p>3.1 Critical thinking skills</p> <p>3.2 Evaluating skills</p> |

**RANGE OF VARIABLES**

| <b>VARIABLE</b>              | <b>RANGE</b>   |
|------------------------------|--|
| 1. OSH Work Practices Issues | May include:<br>1.1 Workers' experience/observance on presence of work hazards<br>1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks)<br>1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines  |
| 2. OSH Indicators            | May include:<br>2.1 Increased of incidents of accidents, injuries<br>2.2 Increased occurrence of sickness or health complaints/symptoms<br>2.3 Common complaints of workers' related to OSH<br>2.4 High absenteeism for work-related reasons   |
| 3. OSH Work Instructions     | May include:<br>3.1 Preventive and control measures, and targets<br>3.2 Eliminate the hazard (i.e., get rid of the dangerous machine)<br>3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)<br>3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)<br>3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)<br>3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine)<br>3.7 Use personal protective equipment<br>3.8 Safety, Health and Work Environment Evaluation<br>3.9 Periodic and/or special medical examinations of workers |
| 4. OSH metrics               | May include:<br>4.1 Statistics on incidence of accident and injuries<br>4.2 Morbidity (Type and Number of Sickness)<br>4.3 Mortality (Cause and Number of Deaths)<br>4.4 Accident Rate   |

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of Competence</p> | <p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Identify OSH work practices issues relevant to work requirements</li> <li>1.2 Identify gaps in work practices related to relevant OSH work standards</li> <li>1.3 Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures</li> <li>1.4 Receive OSH work instructions in accordance with workplace policies and procedures</li> <li>1.5 Compare Observed OSH practices with against approved OSH work instructions</li> <li>1.6 Assess findings regarding effectiveness based on OSH work standards</li> </ul> |
| <p>2. Resource Implications</p>          | <p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Facilities, materials, tools and equipment necessary for the activity</li> </ul>   |
| <p>3. Methods of Assessment</p>          | <p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> <li>3.3 Written exam</li> </ul>  |
| <p>4. Context for Assessment</p>         | <ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>   |

**UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES**

**UNIT CODE : 400311326**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|---|--|---|---|
| 1. Interpret environmental practices, policies and procedures | 1.1 <b>Environmental work</b> practices issues are identified relevant to work requirements.<br>1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work.<br>1.3 Gaps in work practices related to Environmental Standards and Procedures are identified. | 1.1 Environmental Issues<br>1.2 Environmental Work Procedures<br>1.3 Environmental Laws<br>1.4 Environmental Hazardous and Non-Hazardous Materials<br>1.5 Environmental required license, registration or certification | 1.1 Analyzing Environmental Issues and Concerns<br>1.2 Critical thinking<br>1.3 Problem Solving<br>1.4 Observation Skills |
| 2. Establish targets to evaluate environmental practices      | 2.1 Relevant information are gathered necessary to determine environmental work targets.<br>2.2 <b>Environmental Indicators</b> based on gathered information are set to measure environmental work targets.<br>2.3 Indicators are verified with appropriate personnel.  | 2.1 Environmental indicators<br>2.2 Relevant Environment Personnel or expert<br>2.3 Relevant Environmental Trainings and Seminars   | 2.1 Investigative Skills<br>2.2 Critical thinking<br>2.3 Problem Solving<br>2.4 Observation Skills                        |
| 3. Evaluate effectiveness of                                  | 3.1 Work environmental practices are recorded based on   | 3.1 Environmental Practices   | 3.1 Documentation and Record Keeping Skills   |

| <b>ELEMENT</b>          | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>                  | <b>REQUIRED SKILLS</b>  |
|-------------------------|--|--|---|
| environmental practices | <p>workplace standards.</p> <p>3.2 Recorded work environmental practices are compared against planned indicators.</p> <p>3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures.</p> <p>3.4 Results of environmental assessment are conveyed to appropriate personnel.</p> | 3.2 Environmental Standards and Procedures | <p>3.2 Critical thinking</p> <p>3.3 Problem Solving</p> <p>3.4 Observation Skills</p> |

## RANGE OF VARIABLES

| VARIABLE                          | RANGE  |
|-----------------------------------|--|
| 1. Environmental Practices Issues | May include:<br>1.1 Water Quality<br>1.2 National and Local Government Issues<br>1.3 Safety<br>1.4 Endangered Species<br>1.5 Noise<br>1.6 Air Quality<br>1.7 Historic<br>1.8 Waste<br>1.9 Cultural |
| 2. Environmental Indicators       | May include:<br>2.1 Noise level<br>2.2 Lighting (Lumens)<br>2.3 Air Quality - Toxicity<br>2.4 Thermal Comfort<br>2.5 Vibration<br>2.6 Radiation<br>2.7 Quantity of the Resources<br>2.8 Volume     |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of Competency | <b>Assessment requires evidence that the candidate:</b><br>1.1 Identified environmental issues relevant to work requirements<br>1.2 Identified gaps in work practices related to Environmental Standards and Procedures<br>1.3 Gathered relevant information necessary to determine environmental work targets<br>1.4 Set environmental indicators based on gathered information to measure environmental work targets<br>1.5 Recorded work environmental practices are recorded based on workplace standards<br>1.6 Conveyed results of environmental assessment to appropriate personnel |
| 2. Resource Implications          | <b>The following resources should be provided:</b><br>2.1 Workplace/Assessment location<br>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection<br>2.3 Case studies/scenarios relating to environmental protection   |
| 3. Methods of Assessment          | <b>Competency in this unit may be assessed through:</b><br>3.1 Written/ Oral Examination<br>3.2 Interview/Third Party Reports<br>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)<br>3.4 Simulations and role-plays  |
| 4. Context for Assessment         | 4.1 Competency may be assessed in actual workplace or at the designated TESDA center.  |

**UNIT OF COMPETENCY : FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)**

**UNIT CODE : 400311327**

**UNIT DESCRIPTOR : This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.**

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>   |
|--|---|--|--|
| 1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization | 1.1 Appropriate <b>business strategies</b> are determined and set for the enterprise based on current and emerging business environment.<br>1.2 <b>Business operations</b> are monitored and controlled following established procedures.<br>1.3 Quality assurance measures are implemented consistently.<br>1.4 Good relations are maintained with staff/workers.<br>1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed. | 1.1 Business models and strategies<br>1.2 Types and categories of businesses<br>1.3 Business operation<br>1.4 Basic Bookkeeping<br>1.5 Business internal controls<br>1.6 Basic quality control and assurance concepts<br>1.7 Government and regulatory processes | 1.1 Basic bookkeeping/ accounting skills<br>1.2 Communication skills<br>1.3 Building relations with customer and employees<br>1.4 Building competitive advantage of the enterprise |
| 2. Establish and maintain client-base/ market  | 2.1 Good customer relations are maintained.<br>2.2 New customers and markets are identified, explored and reached out to.<br>2.3 Promotions/ Incentives are   | 2.1 Public relations concepts<br>2.2 Basic product promotion strategies<br>2.3 Basic market and feasibility studies<br>2.4 Basic business ethics   | 2.1 Building customer relations<br>2.2 Individual marketing skills<br>2.3 Using basic advertising (posters/ tarpaulins,  |



| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|---|---|---|--|
|   | <p>offered to loyal customers.</p> <p>2.4 Additional products and services are evaluated and tried where feasible.</p> <p>2.5 <b>Promotional/ advertising initiatives</b> are carried out where necessary and feasible.</p>   |   | <p>flyers, social media, etc.)</p>   |
| <p>3. Apply budgeting and financial management skills</p> | <p>3.1 Enterprise is built up and sustained through judicious control of cash flows.</p> <p>3.2 Profitability of enterprise is ensured through appropriate <b>internal controls</b>.</p> <p>3.3 Unnecessary or lower-priority expenses and purchases are avoided.</p> | <p>3.1 Cash flow management</p> <p>3.2 Basic financial management</p> <p>3.3 Basic financial accounting</p> <p>3.4 Business internal controls</p> | <p>3.1 Setting business priorities and strategies</p> <p>3.2 Interpreting basic financial statements</p> <p>3.3 Preparing business plans</p> |

## RANGE OF VARIABLES

| VARIABLE                                | RANGE   |
|---|---|
| 1. Business strategies                  | May include:<br>1.1 Developing/Maintaining niche market<br>1.2 Use of organic/healthy ingredients<br>1.3 Environment-friendly and sustainable practices<br>1.4 Offering both affordable and high-quality products and services<br>1.5 Promotion and marketing strategies (e. g., on-line marketing) |
| 2. Business operations                  | May include:<br>2.1 Purchasing<br>2.2 Accounting/Administrative work<br>2.3 Production/Operations/Sales   |
| 3. Internal controls                    | May include:<br>3.1 Accounting systems<br>3.2 Financial statements/reports<br>3.3 Cash management   |
| 4. Promotional/ Advertising initiatives | May include:<br>4.1 Use of tarpaulins, brochures, and/or flyers<br>4.2 Sales, discounts and easy payment terms<br>4.3 Use of social media/Internet<br>4.4 "Service with a smile"<br>4.5 Extra attention to regular customers  |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of competency | <b>Assessment requires evidence that the candidate:</b><br>1.1 Demonstrated basic entrepreneurial skills<br>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise<br>1.3 Demonstrated ability to manage/operate a micro/small-scale business |
| 2. Resource Implications          | <b>The following resources should be provided:</b><br>2.1 Simulated or actual workplace<br>2.2 Tools, materials and supplies needed to demonstrate the required tasks<br>2.3 References and manuals  |
| 3. Methods of Assessment          | <b>Competency in this unit may be assessed through:</b><br>3.1 Written examination<br>3.2 Demonstration/observation with oral questioning<br>3.3 Portfolio assessment with interview<br>3.4 Case problems  |
| 4. Context of Assessment          | 4.1 Competency may be assessed in workplace or in a simulated workplace setting<br>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group  |

## COMMON COMPETENCIES

**UNIT OF COMPETENCY : APPLY QUALITY STANDARDS**

**UNIT CODE : ICT315202**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, attitudes, and values needed to apply quality standards in the workplace. The unit also includes the application of relevant safety procedures and regulations, organization procedures, and customer requirements.

| ELEMENT                                 | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|---|---|--|--|
| 1. Assess quality of received materials | 1.1 Work instruction is obtained and work is carried out in accordance with standard operating procedures.<br>1.2 Received materials are checked against workplace standards and specifications.<br>1.3 Faulty materials related to work are identified and isolated.<br>1.4 Faults and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures.<br>1.5 Faulty materials are replaced in accordance with workplace procedures. | 1.1 Relevant production processes, materials and products<br>1.2 Characteristics of materials, software and hardware used in production processes<br>1.3 Quality checking procedures<br>1.4 Quality Workplace procedures<br>1.5 Identification of faulty materials related to work | 1.1 Reading skills required to interpret work instruction<br>1.2 Critical thinking<br>1.3 Interpreting work instructions |
| 2 Assess own work                       | 2.1 Documentation relative to quality within the company is identified and used.  | 2.1 Safety and environmental aspects of production processes   | 2.1 Carry out work in accordance with OHS policies and procedures  |

|                                 |  |  |   |
|---------------------------------|--|--|---|
|                                 | <p>2.2 Completed work is checked against workplace standards relevant to the task undertaken.</p> <p>2.3 Errors are identified and isolated.</p> <p>2.4 Information on the quality and other indicators of production performance are recorded in accordance with workplace procedures.</p> <p>2.5 In cases of deviations from specific quality standards, causes are documented and reported in accordance with the workplace's standards operating procedures.</p> | <p>2.2 Fault identification and reporting</p> <p>2.3 Workplace procedure in documenting completed work</p> <p>2.4 Workplace Quality Indicators</p> |   |
| 3 Engage in quality improvement | <p>3.1 Process improvement procedures are participated in relative to workplace assignment.</p> <p>3.2 Work is carried out in accordance with process improvement procedures.</p> <p>3.3 Performance of operation or quality of product of service to ensure customer satisfaction is monitored.</p>   | <p>2.1 Quality improvement processes</p> <p>2.2 Company customers define</p>   | <p>3.1 Solution providing and decision-making</p> <p>3.2 Practice company process improvement procedure</p> |

## RANGE OF VARIABLES

| VARIABLE             | RANGE   |
|----------------------|---|
| 1. Materials         | Materials may include:<br>1.1 Manuals<br>1.2 Job orders<br>1.3 Instructional videos   |
| 2. Faults            | Faults may include:<br>2.1 Materials not to specification<br>2.2 Materials contain incorrect/outdated information<br>2.3 Hardware defects<br>2.4 Materials that do not conform with any regulatory agencies |
| 3. Documentation     | Documents may include:<br>3.1 Organization work procedures<br>3.2 Manufacturer's instruction manual<br>3.3 Customer requirements<br>3.4 Forms   |
| 4. Errors            | Errors may include:<br>4.1 Deviation from the requirements of the Client<br>4.2 Deviation from the requirement of the organization  |
| 5. Quality standards | Quality standards may include:<br>5.1 Materials<br>5.2 Hardware<br>5.3 Final product<br>5.4 Production processes<br>5.5 Customer service  |
| 6. Customer          | Customer may include:<br>6.1 Co-worker<br>6.2 Supplier/Vendor<br>6.3 Client<br>6.4 Organization receiving the product or service  |

## EVIDENCE GUIDE

|   |   |
|---|---|
| <b>1. Critical aspect of competency</b> | Assessment requires evidence that candidate:<br>1.1 Carried out work in accordance with the company's standard operating procedures<br>1.2 Performed task according to specifications<br>1.3 Reported defects detected in accordance with standard operating procedures<br>1.4 Carried out work in accordance with the process improvement procedures |
| <b>2. Method of assessment</b>          | The assessor may select two (2) of the following assessment methods to objectively assess the candidate:<br>2.1 Observation<br>2.2 Questioning<br>2.3 Practical demonstration   |
| <b>3. Resource implication</b>          | 3.1 Materials<br>3.2 Software<br>3.3 Hardware to be used in a real or simulated situation   |
| <b>4. Context of Assessment</b>         | 4.1 Assessment may be conducted in the workplace or in a simulated environment  |

**UNIT OF COMPETENCY : PERFORM COMPUTER OPERATIONS**

**UNIT CODE : ELC311203**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, (and) attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.

| <b>ELEMENT</b>                                | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---|---|--|---|
| 1. Plan and prepare for task to be undertaken | 1.1 Requirements of task are determined according to job specifications<br>1.2 Appropriate hardware and software are selected according to task assigned and required outcome<br>1.3 Task is planned to ensure OH&S guidelines and procedures are followed<br>1.4 Client -specific guidelines and procedures are followed.<br>1.5 Required data security guidelines are applied in accordance with existing procedures. | 1.1 Main types of computers and basic features of different operating systems<br>1.2 Main parts of a computer<br>1.3. Information on hardware and software<br>1.3 Data security guidelines | 1.1 Reading and comprehension skills required to interpret work instruction and to interpret basic user manuals.<br>1.2 Communication skills to identify lines of communication, request advice, follow instructions and receive feedback.<br>1.3 Interpreting user manuals and security guidelines |
| 2. Input data into computer                   | 2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures<br>2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures  | 2.1 Basic ergonomics of keyboard and computer user<br>2.2 Storage devices and basic categories of memory<br>2.3 Relevant types of software   | 1.1 Technology skills to use equipment safely including keyboard skills.<br>1.2 Entering data   |

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|  | <p>2.3 Inputted data are stored in storage media according to requirements</p> <p>2.4 Work is performed within ergonomic guidelines</p>  |  |  |
| 3. Access information using computer         | <p>3.1 Correct program/application is selected based on job requirements</p> <p>3.2 Program/application containing the information required is accessed according to company procedures</p> <p>3.3 Desktop icons are correctly selected, opened and closed for navigation purposes</p> <p>3.4 Keyboard techniques are carried out in line with OH&amp;S requirements for safe use of keyboards</p> | <p>3.1 General security, privacy legislation and copyright</p> <p>3.2 Productivity Application</p> <p>3.3 Business Application</p>       | <p>3.1 Accessing information</p> <p>3.2 Searching and browsing files and data</p>                      |
| 4 Produce/ output data using computer system | <p>4.1 Entered data are processed using appropriate software commands</p> <p>4.2 Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures</p> <p>4.3 Files, data are transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures</p>              | <p>4.1 Computer application in printing, scanning and sending facsimile</p> <p>4.2 Types and function of computer peripheral devices</p> | <p>4.1 Computer data processing</p> <p>4.2 Printing of data</p> <p>4.3 Transferring files and data</p> |
| 5 Maintain computer equipment and systems    | <p>5.1 Systems for cleaning, minor maintenance and replacement of</p>  | <p>5.1 Computer equipment/system basic</p>   | <p>5.1 Removing computer viruses from</p>  |



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|  | <p>consumables are implemented</p> <p>5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures</p> <p>5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures</p> | <p>maintenance procedures</p> <p>5.2 Viruses</p> <p>5.3 OH&amp;S principles and responsibilities</p> <p>5.4 Calculating computer capacity</p> <p>5.5 System Software</p> <p>5.6 Basic file maintenance procedures</p> | <p>infected machines</p> <p>5.2 Making backup files</p> |
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## RANGE OF VARIABLES

| VARIABLE                           | RANGE  |
|------------------------------------|--|
| 1. Hardware and peripheral devices | Hardware and peripheral devices may include:<br>1.1 Personal computers<br>1.2 Networked systems<br>1.3 Communication equipment<br>1.4 Printers<br>1.5 Scanners<br>1.6 Keyboard<br>1.7 Mouse  |
| 2. Software                        | Software includes:<br>2.1. Word processing packages<br>2.2. Data base packages<br>2.3. Internet<br>2.4. Spreadsheets   |
| 3. OH & S guidelines               | OH & S guidelines includes:<br>3.1. OHS guidelines<br>3.2. Enterprise procedures   |
| 4. Storage media                   | Storage media include:<br>4.1 diskettes<br>4.2 CDs<br>4.3 Zip disks<br>4.4 Hard disk drives, local and remote  |
| 5. Ergonomic guidelines            | Ergonomic guidelines may include:<br>5.1 Types of equipment used<br>5.2. Appropriate furniture<br>5.3. Seating posture<br>5.4. Lifting posture<br>5.5. Visual display unit screen brightness   |
| 6. Desktop icons                   | Icons include:<br>6.1. directories/folders<br>6.2. files<br>6.3. network devices<br>6.4. recycle bin   |
| 7. Maintenance                     | Maintenance may include:<br>7.1 Creating more space in the hard disk 7.2. Reviewing programs<br>7.3. Deleting unwanted files<br>7.4. Backing up files<br>7.5. Checking hard drive for errors<br>7.6. Using up to date anti-virus programs 7.7. Cleaning dust from internal and external surfaces |

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## EVIDENCE GUIDE

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| 1. Critical aspect of competency | Assessment requires evidence that the candidate:<br>1.1. Selected and used hardware components correctly and according to the task requirement<br>1.2. Identified and explained the functions of both hardware and software used, their general features and capabilities<br>1.3. Produced accurate and complete data in accordance with the requirements |
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|                          | <p>1.4. Used appropriate devices and procedures to transfer files/data accurately</p> <p>1.5. Maintained computer system</p>   |
| 2. Method of assessment  | <p>The assessor may select two of the following assessment methods to objectively assess the candidate:</p> <p>2.1 Observation</p> <p>2.2 Questioning</p> <p>2.3 Practical demonstration</p> |
| 3. Resource implication  | <p>3.1 Computer hardware with peripherals</p> <p>3.2. Appropriate software</p>   |
| 4. Context of Assessment | <p>Assessment may be conducted in the workplace or in a simulated environment</p>  |

## CORE COMPETENCIES

**UNIT OF COMPETENCY : CONDUCT DATA ANALYSIS**

**UNIT CODE : AB-ICT0730600251304**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes required to collect, and analyze data and report results.

| ELEMENT         | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|-----------------|--|--|--|
| 1. Collect data | 1.1 Parameters are set according to the required data.<br>1.2 <b>Relevant data</b> are secured following <b>pertinent policies, regulations, and laws.</b><br>1.3 Data is <b>cleaned</b> according to <b>channel requirements.</b> | <b>Science</b><br>1.1 Ethical Considerations<br><b>Technology</b><br>1.2 Data mining techniques<br>1.3 Data collection tools<br>1.4 Data analytics tools<br><b>Communication</b><br>1.5 Written communication<br>1.6 Verbal communication<br><b>Environmental and other Related Laws</b><br>1.7 RA 10372 on Intellectual Property<br>1.8 RA 101173 Data Privacy Act<br>1.9 California Consumer Protection Act<br>1.10 General Data protection Regulation | 1.1. Communication Skills<br>1.2. Analytical Skills<br>1.3. Critical Thinking Skills<br>1.4. Statistical Analysis Skills<br>1.5. Sorting data<br>1.6. Cleaning data<br>1.7. Problem solving skills<br>1.8. Research skills<br>Data Management skills |
| 2. Analyze data | 2.1 <b>Data</b> trends and patterns are monitored based on industry practices.   | <b>Science</b><br>2.1 Basic analytics data   | 2.1 Basic mathematical skills<br>2.2 Basic analytical skills   |

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|                          | <p>2.2 Data is reviewed according to the <b>digital marketing campaign</b>.</p> <p>2.3 Data segmentation is conducted based on the <b>KPIs</b> and industry practices.</p> <p>2.4 Results of the segmentation are interpreted based on the digital marketing campaign.</p> <p>2.5 Data visualization is created based on interpreted data.</p> | <p>2.2 Basic knowledge of Objective Key Results (OKRs) and Key Performance Indicators (KPIs)</p> <p><b>Technology</b></p> <p>2.3 Data analysis tools</p> <p>2.4 Effective ways to interpret data</p> <p>2.5 Basic knowledge on productivity tools</p> <p>2.6 Presentation tools</p> <p><b>Communication</b></p> <p>2.7 Basic technical writing</p> | <p>2.3 Problem solving skills</p> <p>2.4 Data management skills</p>  |
| <p>3. Report results</p> | <p>3.1 Overview of the digital marketing campaign is discussed based on agreed goals.</p> <p>3.2 Visualized data is presented to the clients according to digital marketing campaign.</p> <p>3.3 Clients approval is secured based on feedback session.</p>  | <p><b>Technology</b></p> <p>3.1 Basic knowledge or productivity tools</p> <p>3.2 Presentation tools</p> <p><b>Communication</b></p> <p>3.3 Written communication</p> <p>3.4 Verbal communication</p> <p>3.5 Proposal creation</p>  | <p>3.1 Communication skills</p> <p>3.2 Analytical skills</p> <p>3.3 Problem solving skills</p> <p>3.4 Negotiation skills</p> <p>3.5 Statistical skills</p> <p>3.6 Client management skills</p> |

## RANGE OF VARIABLES

| VARIABLE                                    | RANGE  |
|---|--|
| 1. Relevant data                            | May include: <ul style="list-style-type: none"> <li>1.1. Demographics Data               <ul style="list-style-type: none"> <li>1.1.1 Male</li> <li>1.1.2 Female</li> <li>1.1.3 Age</li> <li>1.1.4 Religion</li> </ul> </li> <li>1.2. Behavioral data               <ul style="list-style-type: none"> <li>1.2.1 Digital Transactions</li> <li>1.2.2 Digital Activities                   <ul style="list-style-type: none"> <li>1.2.1 mobile downloads</li> </ul> </li> </ul> </li> <li>1.3. Platform Engagement Data               <ul style="list-style-type: none"> <li>1.3.1 social media</li> <li>1.3.2 website</li> <li>1.3.3 blog content</li> <li>1.3.4 email marketing</li> <li>1.3.5 Display advertising</li> </ul> </li> <li>1.4 Owned data</li> </ul> |
| 2. Pertinent policies, regulations and laws | May include: <ul style="list-style-type: none"> <li>2.1 Data Privacy</li> <li>2.2 Accuracy</li> </ul>  |
| 3. Cleaning of data                         | May include: <ul style="list-style-type: none"> <li>3.1 Sorting</li> <li>3.2 Segmentation</li> </ul>   |
| 4. Channels                                 | Channel requirement may include: <ul style="list-style-type: none"> <li>4.1 Sorting</li> <li>4.2 Segmentation</li> </ul>   |
| 5. Data                                     | May include: <ul style="list-style-type: none"> <li>5.1 Collected data</li> <li>5.2 Existing data</li> <li>5.3 Clients' needs</li> </ul>   |
| 6. Digital marketing campaign               | May include: <ul style="list-style-type: none"> <li>6.1 Design brief</li> <li>6.2 Design Funnel</li> </ul>   |
| 7. KPIs                                     | May include:<br>Copy from UC 3 (Create content)  |
| 8. Frequency of data collection             | May include: <ul style="list-style-type: none"> <li>8.1 Special to regular days</li> <li>8.2 Season</li> <li>8.3 Demographical</li> </ul>  |

## EVIDENCE GUIDE

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|--|---|
| <p>1. Critical aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Collected data               <ul style="list-style-type: none"> <li>1.1.1. Set parameters</li> <li>1.1.2. Secured relevant data</li> <li>1.1.3. Cleaned data</li> </ul> </li> <li>1.2. Analyzed data               <ul style="list-style-type: none"> <li>1.2.1. Monitored data trends</li> <li>1.2.2. Reviewed data</li> <li>1.2.3. Conducted data segmentation</li> <li>1.2.4. Interpreted results of segmentation</li> <li>1.2.5. Created data visualization</li> </ul> </li> <li>1.3. Reported results               <ul style="list-style-type: none"> <li>1.3. Discussed overview of digital marketing campaign</li> <li>1.3.3 Presented visualized data</li> <li>1.3.4 Secured clients approval</li> </ul> </li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1. References on Data Privacy Act and other related laws.</li> <li>2.2. Computer</li> <li>2.3. Internet Connection</li> <li>2.4. Data analysis Tools</li> </ul>  |
| <p>3. Methods of Assessment</p>          | <p>Competency in this unit must be assessed through</p> <ul style="list-style-type: none"> <li>3.1. Written Test</li> <li>3.2. Demonstration with oral questioning</li> <li>3.3. Interview</li> <li>3.4. Portfolio</li> </ul>   |
| <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 : DESIGN DIGITAL MARKETING FUNNEL**

**UNIT CODE : AB-ICT0730600251305**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes required to create customer’s journey and select a digital channel.

| <b>ELEMENT</b>               | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|------------------------------|---|---|--|
| 1. Create Customer’s Journey | 1.1. Client avatar is secured following industry practices.<br>1.2. <b>Target customer</b> is validated following industry standards.<br>1.3. <b>Touchpoint</b> of customers is analyzed according to pipelines.<br>1.4. Customer’s journey is identified following <b>platforms</b> .<br>1.5. Customer journey document is created following industry practice | <b>Science</b><br>1.1 Principles of digital marketing<br>1.2 Fundamentals of buyer’s persona development<br>1.3 Customer life cycle<br>1.4 Understanding touchpoint<br>1.5 Data analytics on digital platforms<br><b>Technology</b><br>1.6 Client avatar<br>1.7 Creation of customer’s journey<br>1.8 Selection of digital marketing channels<br>1.9 Customer’s Journey<br>1.10 Feedback mechanism<br><b>Mathematics</b><br>1.11 Basic mathematical operations<br>1.12 Basic statistics<br><b>Communication</b><br>1.13 Verbal and written communications<br>1.14 Technical writing | 1.1. Securing client avatar<br>1.2. Identifying target customer<br>1.3. Analyzing touch point<br>1.4. Preparing customer’s journey<br>1.5. Communication skills<br>1.6. Analytical thinking skills<br>1.7. Decision making skills<br>1.8. Critical thinking skills |



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|                                     |   | <p><b>Environmental and other related laws:</b></p> <p>1.15 Awareness on RA 10173 on Data Privacy Act</p> <p>1.16 Awareness on RA 8293 on Copyright law</p> <p>1.17 Awareness on RA 10372 on Intellectual property</p> <p>1.18 Awareness</p> <p>1.19 General Data Protection Regulation</p> <p>1.20 Awareness on California Consumer Protection Act</p>   |  |
| 2. Select digital marketing channel | <p>2.1 Applicable <b>channel</b> in the area is identified and confirmed based on the collected data.</p> <p>2.2 Reach is determined based on collected data.</p> <p>2.3 Engagement is measured according to collected data.</p> <p>2.4 Budgetary requirements are presented based on the selected channels and best practices.</p> | <p><b>Science</b></p> <p>2.1 Principles of digital marketing</p> <p>2.2 Digital marketing channel</p> <p>2.2.1 Email campaign</p> <p>2.2.2 Social media advertising</p> <p>2.3 Data analytics on digital platforms</p> <p><b>Technology</b></p> <p>2.4 Enumerate digital marketing channels</p> <p>2.5 Methods of Selecting of digital marketing channels</p> <p>2.6 Evaluation level of user interaction and engagement achievable on different platforms</p> <p>2.7 Conversion Rate Optimization (CRO)</p> <p>2.8 Budget forecasting</p> <p>2.9 Budget calculator</p> <p>2.10 Mapping tools</p> | <p>2.1 Negotiation skills</p> <p>2.2 Identifying applicable digital marketing channel</p> <p>2.3 Determining reach</p> <p>2.4 Measuring engagement</p> <p>2.5 Negotiating budgetary requirements</p> <p>2.6 Confirming selected medium</p> <p>2.7 Financial literacy skills</p> <p>2.8 Communication skills</p> <p>2.9 Critical thinking skills</p> <p>2.10 Analytical thinking skills</p> <p>2.11 Decision making skills</p> <p>2.12 Problem-solving skills</p> |

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|  |  | <p><b>Mathematics</b></p> <p>2.11 Basic mathematical operations</p> <p>2.12 Cost estimation</p> <p>2.13 Return on Investment</p> <p>2.14 Return on Ad Spent</p> <p>2.15 Financial literacy</p> <p><b>Communication</b></p> <p>2.16 Verbal and written communications</p> <p>2.17 Proposal Creation</p> <p><b>Environmental and other related laws:</b></p> <p>2.18 Awareness on RA 10173 on Data Privacy Act</p> <p>2.19 Awareness on RA 8293 on Copyright law</p> <p>2.20 Awareness on RA 10372 on Intellectual property</p> <p>2.21 Awareness General Data Protection Regulation</p> <p>2.22 Awareness on California Consumer Protection Act</p> |  |
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## RANGE OF VARIABLES

| VARIABLE                      | RANGE  |
|-------------------------------|--|
| 1. Target customer            | May include:<br>1.1. Gender<br>1.2. Age<br>1.3. Demographics<br>1.4. Economic status<br>1.5. Digital activities  |
| 2. Touchpoint                 | May include:<br>2.1. Website<br>2.2. Social media account<br>2.3. Physical store and establishments  |
| 3. Prepare customer's journey | May include:<br>3.1. Improvise customer's profile<br>3.2. Design new customer's profile  |
| 4. Platforms                  | May include:<br>4.1 social media<br>4.2 website<br>4.3 e-commerce  |
| 5. Channel                    | May include:<br>5.1 Social media platforms<br>5.2 Search engine<br>5.3 Display advertising<br>5.4 Email marketing platforms<br>5.5 SMS marketing platforms |

## EVIDENCE GUIDE

|                                   |   |
|-----------------------------------|---|
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:<br>1.1. Created Customer's Journey<br>1.1.1 Validated Target customer<br>1.1.2 Analyzed Touchpoint of customers<br>1.1.3 Prepared Customer's journey<br>1.2. Selected digital marketing mediums<br>1.2.1 Identified channels<br>1.2.2 Determined reach<br>1.2.3 Measured Engagement<br>1.2.4 Established Budgetary requirements<br>1.2.5 Confirmed Selected medium |
| 2. Resource Implications          | The following resources <b>MUST</b> be provided:<br>2.1. Computer with internet connectivity<br>2.2. Applicable software and applications   |
| 3. Methods of Assessment          | Competency in this unit must be assessed through<br>3.1. Written exam<br>3.2. Demonstration with oral questioning<br>3.3. Direct observation  |
| 4. Context for Assessment         | 4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.   |

**UNIT OF COMPETENCY : DESIGN CREATIVE BRIEF**

**UNIT CODE : AB-ICT0730600251306**

**UNIT DESCRIPTOR** This unit covers the knowledge, skills, (and) attitudes required to select, create, and finalized deliverables to the client's satisfaction.

| <b>ELEMENT</b>         | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|------------------------|--|---|--|
| 1. Select deliverables | 1.1 Clients are oriented on the process of developing creative briefs based on industry practices.<br>1.2 Specification is validated to clients according to industry practices.<br>1.3 Deliverables are identified according to client's specification.<br>1.4 <b>Resource allocation</b> for each deliverable is established according to industry practices | <b>Science:</b><br>1.1 Marketing Foundation<br>1.2 Branding<br>1.3 Process of developing design brief<br>1.4 Relationship management<br>1.5 Project management<br>1.6 Media law and ethics<br><br><b>Technology:</b><br>1.7 Validation process<br>1.8 Industry practices<br><br><b>Communication:</b><br>1.9 Verbal and written communication<br>1.10 Written documentation<br>1.11 Relationship management<br>1.12 --Handling of clients<br><br><b>Environment and other related laws:</b><br>1.13 Copyright<br>1.14 Intellectual property rights<br>Freelancers' rights | 1.1 Critical thinking skills<br>1.2 Creativity skills<br>1.3 Communication skills<br>1.4 Strategic skills<br>1.5 Digital literacy skills<br>1.6 Orienting clients<br>1.7 Validating specifications<br>1.8 Identifying deliverables<br>1.9 Establishing resource allocation timelines<br>1.10 Negotiation skills<br>1.11 Budgeting skills |
| 2. Create deliverables | 2.1 Research is performed following industry practices   | <b>Science</b><br>2.1 Marketing foundation  | 2.1 Performing research  |

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|  | <p>2.3 Tools and equipment are prepared following industry practices.</p> <p>2.4 Creative board is conceptualized following data collected.</p> <p>2.5 Deliverables are drafted for client's feedback based on industry practices.</p> | <p>2.2 Branding</p> <p>2.3 Process of developing design brief</p> <p>2.4 Relationship management</p> <p>2.5 Project management</p> <p>2.6 Media law and ethics</p> <p>2.7 Methods of Research</p> <p>2.8 Content creation software</p> <p><b>Technology</b></p> <p>2.9 Validation process</p> <p>2.10 Industry practices</p> <p>2.11 Application of content creation software</p> <p><b>Communication</b></p> <p>2.12 Verbal and written communication</p> <p>2.13 Written documentation</p> <p>2.14 Relationship management</p> <p>2.15 --Handling of clients</p> <p><b>Environment and other related laws</b></p> <p>2.16 Copyright</p> <p>2.17 Intellectual property rights</p> <p>1.15 Freelancers' rights</p> | <p>2.2 Performing research</p> <p>2.3 Preparing tools and equipment</p> <p>2.4 Conceptualizing creative board</p> <p>2.5 Critical thinking skills</p> <p>2.6 Creativity skills</p> <p>2.7 Communication skills</p> <p>2.8 Strategic planning skills</p> <p>2.9 Digital literacy skills</p> <p>2.10 Negotiation skills</p> <p>2.11 Time management skills</p> <p>2.12 Budgeting skills</p> |
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| <p>3. Finalized Deliverables</p> | <p>3.1 Feedback session is conducted according to industry practices</p> <p>3.2 Deliverables are agreed based on the digital marketing campaign</p> <p>3.3 The client's sign-off is secured according to industry practices.</p> <p>3.4 Collaterals are published according to industry practices.</p> | <p><b>Science:</b></p> <p>3.1 Marketing Foundation</p> <p>3.2 Branding</p> <p>3.3 Process of developing design brief</p> <p>3.4 Relationship management</p> <p>3.5 Project management</p> <p>3.6 Media law and ethics</p> <p>3.7 Methods of Research</p> <p>3.8 Content creation software</p> <p><b>Technology:</b></p> <p>3.9 Validation process</p> <p>3.10 Industry practices</p> <p>3.11 Application of content creation software</p> <p><b>Communication:</b></p> <p>3.12 Verbal and written communication</p> <p>3.13 Written documentation</p> <p>3.14 Relationship management</p> <p>3.15 Handling of clients</p> <p><b>Environment and other related laws:</b></p> <p>3.16 Copyright</p> <p>3.17 Intellectual property rights</p> <p>3.18 Freelancers' rights</p> | <p>3.1 Presenting deliverables</p> <p>3.2 Conducting feedbacking session</p> <p>3.3 Finalizing deliverables</p> <p>3.4 Critical thinking skills</p> <p>3.5 Creativity skills</p> <p>3.6 Communication skills</p> <p>3.7 Strategic planning skills</p> <p>3.8 Digital literacy skills</p> <p>3.9 Negotiation skills</p> <p>3.10 Time management skills</p> <p>3.11 Budgeting skills</p> |
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## RANGE OF VARIABLES

| VARIABLE               | RANGE  |
|------------------------|--|
| 1. Deliverables        | May include:<br>1.1 Copy<br>1.2 Written content<br>1.3 Videos<br>1.4 Photos<br>1.5 Posters<br>1.6 Reels<br>1.7 audio   |
| 2. Resource allocation | May include:<br>2.1 Timeline<br>2.2 Manpower<br>2.3 Budget<br>2.4 Tools and equipment  |
| 3 Tools                | May include:<br>3.1 Photo editing software<br>3.2 Video editing software<br>3.3 Audio editing software<br>3.4 Animation software<br>3.5 Word processing software<br>3.6 Presentation software<br>3.7 Email marketing software<br>3.8 Data analysis software<br>3.8.1spreadsheets |
| 4. Equipment           | May include:<br>4.1 Camera<br>4.2 Tripod<br>4.3 LED lights<br>4.4 Microphone<br>4.5 Diffuser<br>4.6 Reflector<br>4.7 Computer<br>4.8 Internet  |
| 5. Creative board      | May include:<br>5.1 Mood board<br>5.2 Story board  |

## EVIDENCE GUIDE

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| <p>1. Critical aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <p>1.1 Selected deliverables</p> <ul style="list-style-type: none"> <li>1.1.1 oriented clients</li> <li>1.1.2 validated specifications</li> <li>1.1.3 identified deliverables</li> <li>1.1.4 established resource allocation</li> </ul> <p>1.2 Created deliverables</p> <ul style="list-style-type: none"> <li>1.2.1 performed research</li> <li>1.2.2 prepared tools and equipment</li> <li>1.2.3 conceptualized creative board</li> <li>1.2.4 drafted deliverables</li> </ul> <p>1.3 Finalized Deliverables</p> <ul style="list-style-type: none"> <li>1.3.1 conducted feedback session</li> <li>1.3.2 finalized deliverables</li> <li>1.3.3 secured client's sign - off</li> <li>1.3.4 published collaterals</li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>1.1 Computers with internet connection</li> <li>1.2 Identified tools and equipment</li> </ul>   |
| <p>3. Methods of Assessment</p>          | <p>Competency in this unit must be assessed through</p> <ul style="list-style-type: none"> <li>3.1 Written Exam</li> <li>3.2 Demonstration with Oral Questioning</li> <li>3.3 Direct Observation</li> <li>3.4 Third Party</li> </ul>   |
| <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 : CREATE CONTENT**

**UNIT CODE : AB-ICT0730600251307**

**UNIT DESCRIPTOR** This unit covers the knowledge, skills and attitudes  
: required to plan digital marketing content, produce digital marketing content and monitor digital marketing platforms.

| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables | <b>REQUIRED KNOWLEDGE</b> | <b>REQUIRED SKILLS</b> |
|----------------|---|---------------------------|------------------------|
|----------------|---|---------------------------|------------------------|

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|--|--|--|---|
| <p>1. Plan Digital Marketing Content</p> | <p>1.1. Purpose, goals and vision is communicated according to the <b>Digital Marketing Channels</b>.</p> <p>1.2. <b>Audience</b> is identified based on messaging.</p> <p>1.3. Different <b>platforms</b> are selected based on the identified audience.</p> <p>1.4. Different <b>Digital Marketing equipment and tools</b> are selected based on the identified audience.</p> <p>1.5. Content keyword is researched according to purpose.</p> <p>1.6. Digital Marketing content calendar is formulated according to its purpose and goals.</p> | <p>Science</p> <p>1.1 Basic Marketing Principles</p> <p>Technology</p> <p>1.2 Familiarity of different platforms for digital marketing</p> <p>1.3 Scheduling tools</p> <p>Mathematics</p> <p>1.4 Data and Analytics</p> <p>Communication</p> <p>1.5 Understanding the use of digital marketing platforms.</p> <p>1.6 E-commerce law</p> <p>1.7 Written and verbal communications</p> <p>1.8 Understand the market</p> <p>Environment related laws and ordinances</p> | <p>1.1. Utilize digital marketing platforms</p> <p>1.2. Present Data and Analytics</p> <p>1.3. Content planning</p> |
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| <p>2. Produce Digital Marketing Content</p> | <p>2.1 Digital marketing content is created according to its purpose and goals, <b>pertinent policies, regulations and laws.</b></p> <p>2.2 <b>Media</b> are added into draft content as planned according to pertinent policies, regulations and laws.</p> <p>2.3 Digital Marketing content is <b>categorized</b> according to content plan, pertinent policies, regulations and laws.</p> <p>2.4 Digital Marketing content is tagged based on topic clusters, pertinent policies, regulations and laws.</p> <p>2.5 Copy is <b>proofread</b> according to buyer's requirement, pertinent policies, regulations and laws.</p> <p>2.6 <b>Recorded content</b> is edited based on industry practices, pertinent policies, regulations and laws.</p> <p>2.7 Digital Marketing <b>campaign</b> is executed based on industry practices, pertinent policies, regulations and laws.</p> <p>2.8 Contents are edited for <b>Search Engine Optimization</b> based on digital marketing channel, pertinent policies, regulations and laws.</p> | <p><b>Science</b></p> <p>2.1 Visual Design Elements and Principles</p> <p>2.2 SEO and Hashtags usage</p> <p>2.3 Understanding social media and its algorithm</p> <p>2.4 Anatomy of a blog</p> <p>2.5 Platform Policies, Code of Ethics and Conduct</p> <p>2.6 Pertinent policies, regulations and laws</p> <p>2.7 Copywriting frameworks</p> <p>2.8 Vlogging basics</p> <p>2.8.1 Basic Videography</p> <p><b>Technology</b></p> <p>2.9 Digital Marketing Platforms</p> <p>2.10 Trends</p> <p>2.11 Facebook</p> <p>2.12 Creator Studio</p> <p><b>Mathematics</b></p> <p>2.13 Social Media Analytics</p> <p>2.14 Google Analytics</p> <p>2.15 Platform Analytics</p> <p>2.16 Industry Practice</p> <p>2.16.1 Social Media Best Practices</p> <p>2.16.2 Email Marketing Best Practices</p> <p>2.16.3 Copywriting Best Practices</p> <p>2.16.4 Content Creation Best Practices</p> <p>2.16.5 Search Engine Optimization (SEO) Best Practices</p> <p><b>Communication</b></p> <p>2.17 Content Creation</p> <p>2.18 Copywriting</p> <p>2.19 Brand voice and story telling</p> | <p>2.1 Write and edit persuasive Digital Marketing content</p> <p>2.2 Design social media graphics</p> <p>2.3 Create any of the following video content:<br/>- Tiktok<br/>- Facebook Reels<br/>- Instagram Reels<br/>- Youtube Shorts<br/>- Youtube Videos<br/>- Facebook Videos</p> <p>2.4 Utilize tracking tools to meet the required time</p> <p>2.5 Write and edit blog content</p> <p>2.6 Design featured images and other media</p> <p>2.7 Use basic HTML and CSS programming languages</p> <p>2.8 Content management system utilization</p> <p>2.9 Video Editing</p> <p>2.10 Video Production</p> <p>2.11 On Camera Presentation</p> <p>2.12 Story Telling</p> <p>2.13 SEO for video</p> <p>2.14 Social Media Promotion</p> |
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|   |   | <p>2.20 Content Research</p> <p>Basic Hyper Text Markup Language (HTML) and Cascaded Style Sheet (CSS) for content formatting</p>  | <p>2.15 Basic Graphic Design</p> <p>2.16 Split testing</p> <p>2.17 Eye for design</p> |
| <p>3. Monitor Digital Marketing Platforms</p> | <p>3.1 Performance of Digital marketing channels are analyzed based on <b>Key Performance Indicators (KPI)</b>.</p> <p>3.2 Content improvement is undertaken based on analysis.</p> <p>3.3 Improved content is monitored on different digital marketing channels.</p> | <p><b>Science</b></p> <p>3.1 Different KPIs</p> <p>3.2 Objective and key results (OKRs)</p> <p><b>Technology</b></p> <p>3.3 Analytics Platform</p> <p>3.4 Return On Ad Spent (ROAS)</p> <p><b>Mathematics</b></p> <p>3.5 Understanding Sale Performance</p> <p><b>Communication</b></p> <p>3.6 Visual Communication</p> <p>3.7 Reporting Skills</p> <p>Environment related laws and ordinances</p> | <p>3.1 Monitor digital marketing performance</p> <p>3.2 Analytical Skills</p>         |

## RANGE OF VARIABLES

| VARIABLE                                    | RANGE  |
|---|--|
| 1. Digital Marketing Channels               | May Include:<br>1.1 Social Media<br>1.2 Blog<br>1.3 Vlog<br>1.4 Email<br>1.5 Ads   |
| 2. Audience                                 | May include:<br>2.1 Cold Audience<br>2.2 Warm Audience<br>2.3 Hot Audience<br>2.4 Active Customers   |
| 3. Pertinent Policies, Regulations and Laws | May include but not limited to:<br>3.1 RA 10372 Intellectual Property Code of the Philippines<br>3.2 Community Standards<br>3.3 RA 8792 e-Commerce Act of 2000<br>3.4 RA 8293 Copyright Law<br>3.5 Data Privacy Act of 2012<br>3.6 Cybercrime Prevention Act of 2012 RA 10175<br>3.7 Anti-Piracy Act   |
| 4. Platforms                                | May include:<br>4.1 Google Analytics<br>4.2 Google Data Studio<br>4.3 Different Social Media Analytics and insights<br>4.3.1 Facebook Insights<br>4.3.2 Twitter analytics<br>4.3.3 Instagram insights<br>4.3.4 Tiktok analytics<br>4.3.5 LinkedIn analytics<br>4.3.6 Pinterest analytics<br>4.3.7 Etc.<br>4.4 Social Media Platforms<br>4.4.1 Facebook<br>4.4.2 Instagram<br>4.4.3 Youtube<br>4.4.4 Tiktok<br>4.4.5 Twitter/ Threads<br>4.4.6 LinkedIn<br>4.4.7 Pinterest<br>4.4.8 Etc.<br>4.5 Blogging Platforms<br>4.6 Wordpress |
| 5. Digital Marketing equipment              | May Include:<br>5.1 Laptop<br>5.2 Condenser Mic<br>5.3 Camera<br>5.4 Internet Connection<br>5.5 Headphones with Mic  |

|                                       |  |
|---------------------------------------|--|
| 6. Tools                              | 6.1 Productivity Tools<br>6.1.1 Design tools<br>6.1.2 Word processing tools<br>6.1.3 Video and photo editing tools<br>6.2 Scheduling Tools<br>6.3 Time Tracking Tools  |
| 7. Media                              | May include:<br>7.1 Graphics<br>7.2 Image<br>7.3 Videos<br>7.4 Audio<br>7.5 Presentation<br>7.6 Files<br>7.7 Billboards<br>7.8 Info graphics   |
| 8. Digital Marketing Content Category | May include:<br>8.1 Informational<br>8.2 Transactional<br>8.3 Commercial<br>8.4 Navigational   |
| 9. Proofread                          | May include:<br>9.1 Use of Keywords<br>9.2 Grammar<br>9.3 Structure<br>9.4 Tone<br>9.5 Brand Voice<br>9.6 Compliance<br>9.6.1 Laws<br>9.6.2. Rules<br>9.6.3 Restrictions<br>9.7 Trigger Words<br>9.8 Relevance<br>9.9 Accuracy |
| 10. Recorded Content                  | May include:<br>10.1 Video<br>10.2 10.2 Audio  |
| 11. Campaign Execution                | May include:<br>11.1 Scheduled<br>11.2 Distributed<br>11.3 Promoted  |
| 12. Search Engine Optimization        | May include:<br>12.1 Local SEO<br>12.2 On Page SEO<br>12.3 Off Page SEO<br>12.4 Video SEO  |
| 13. Key Performance Indicators        | May Include:<br>13.1 Likes<br>13.2 Comments<br>13.3 Engagement<br>13.4 Followers<br>13.5 Shares<br>13.6 Social Interactions<br>13.7 Web Visitors   |

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|  | 13.8 Social Visitors<br>13.9 Social Sentiment<br>13.10 Conversions<br>13.11 Demographic<br>13.12 Leads<br>13.13 Opens<br>13.14 Clicks<br>13.15 Cost |
|--|---|

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <p>1.1 Planned Digital Marketing Content</p> <ul style="list-style-type: none"> <li>1.1.1 Communicated purpose, goals and vision.</li> <li>1.1.2 Identified audience.</li> <li>1.1.3 Selected different platforms.</li> <li>1.1.4 Selected different digital marketing equipment and tools.</li> <li>1.1.5 Researched Content keyword.</li> <li>1.1.6 Formulated digital marketing content calendar.</li> </ul> <p>1.2 Produced Digital marketing content</p> <ul style="list-style-type: none"> <li>1.2.1 Created digital marketing content.</li> <li>1.2.2 Added media into draft content.</li> <li>1.2.3 Categorized digital marketing content.</li> <li>1.2.4 Tagged digital marketing content.</li> <li>1.2.5 Proofread copy.</li> <li>1.2.6 Edited recorded content.</li> <li>1.2.7 Executed digital marketing campaign.</li> <li>1.2.8 Edited contents for SEO.</li> </ul> <p>1.3 Monitored Digital Marketing Platforms</p> <ul style="list-style-type: none"> <li>1.3.1 Analyzed performance of digital marketing channels.</li> <li>1.3.2 Undertaken content improvement.</li> <li>1.3.3 Monitored improved content.</li> </ul> |
| 2. Resource Implications          | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1. Computer</li> <li>2.2. Internet Connectivity</li> <li>2.3. Camera</li> <li>2.4. Headphones with Microphone</li> </ul>  |
| 3. Methods of Assessment          | <p>Competency in this unit must be assessed through</p> <ul style="list-style-type: none"> <li>3.1. Written Examination</li> <li>3.2. Demonstration with Oral Questioning</li> <li>3.3. Direct Observation</li> <li>3.4. Third Party Report</li> <li>3.5. Portfolio</li> </ul>   |
| 4. Context for Assessment         | <ul style="list-style-type: none"> <li>4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ul>  |

## **SECTION 3 TRAINING ARRANGEMENTS**

### **3.1 TRAINEE ENTRY REQUIREMENTS**

Trainees or students wishing to enroll in this course should possess the following requirements.

- Must be computer literate
- At least 18 years old

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

### **3.3 TRAINER'S QUALIFICATIONS FOR AGRICULTURE, FORESTRY AND FISHERY SECTOR**

- Must have a training certificate relevant to Marketing Collaterals Development **OR** Must have training certificate to DIGITAL MARKETING PQF LEVEL III; **and**
- Must have TMC **OR** training of trainer's certificate **OR** must be a practicing trainer for 2 years within the last 5 years; **and**
- Must have at least 2 years industry experience within the last 3 years



## GLOSSARY OF TERMS

|                               |   |
|-------------------------------|---|
| 1. Analytics                  | The method of logical analysis of data.   |
| 2. Blog –                     | A regular feature appearing as part of an online publication that typically relates to a particular topic and consists of articles and personal commentary by one or more authors.  |
| 3. Budgetary requirements     | Refers to the amount of money that is needed to complete a project  |
| 4. Campaign                   | Involves the execution of a marketing strategy across all the digital channels where consumers engage with a brand, usually for the purpose of improving a company's conversion rate  |
| 5. Client avatar              | A detailed profile of a single individual depicting your target audience.   |
| 6. Customer retention rate    | Measures the number of customers at company retains over a given period of time   |
| 7. Copy –                     | A short form of written content that is designed to sell products and services; a form of written content that is optimized to meet certain marketing criteria to ultimately promote/sell products and services.                  |
| 8. Creative board –           | Conceptualizes the design and/or video output   |
| 9. Client's Sign -off –       | Refers to a form of consent signed between the client and digital marketer of the approved deliverables.  |
| 10. Customer's journey        | Is also refers to buyer's journey. It is a tool that helps marketers understand the series of connected experiences that customers desire and needs   |
| 11. Content Keyword –         | Words or phrases that describes what a piece of content is about.   |
| 12. Data Mining               | Is the process of uncovering patterns and other valuable information from large data sets.  |
| 13. Data Segmentation –       | A process of taking the data hold and dividing it up and grouping similar data together based on the chosen parameter do that you can use it more efficiently within marketing and operations.                                    |
| 14. Data visualization        | A representation of data through use of common graphics, such as charts, plots, infographics and even animation.  |
| 15. Demographics              | A study of a population-based on factors such as age, race and sex  |
| 16. Digital Marketing Funnel- | A visual representation of the stages that potential customers go through before making a desired action, such as a purchase or sign-up. It typically consists of stages like awareness, interest, consideration, and conversion. |
| 17. Digital Marketing –       | Promotion of brands to connect with potential customers using internet and other forms of digital communication.  |
| 18. Deliverables              | Refers to the outputs to be delivered   |
| 19. Digital marketing mediums | A portal through which an advertiser conveyed its message to its intended audience  |
| 20. Engagement –              | refers to the interactions and actions users take with your content, such as likes, shares, comments, or clicks.  |

|  |   |
|--|---|
| 21. Engagement rate                    | measure how much of your audience actively engages with your content  |
| 22. Infographics –                     | a virtual image such a chart or diagram used to represent information or data.  |
| 23. Frequency of data collection       | is the rate at which data is collected.   |
| 24. Key Performance Indicators (KPI) – | refers to a set of quantifiable measurements used to gauge a company’s overall long-term performance.   |
| 25. Pipelines –                        | refers to categorization of customers   |
| 26. Product message –                  | refers to how you define your product and communicate its value and relevance to your target audience/potential customers   |
| 27. Revenue variance                   | used to measure the difference between expected and actual sales.   |
| 28. Reach –                            | the number of unique viewers who see your digital content   |
| 29. Search Engine Optimization (SEO) – | a process used to optimize a website’s technical configuration, content relevance and link popularity so its pages can become easily findable, more relevant ad popular towards user search queries, and as a consequence, search engines rank them better. |
| 30. Scheduling Tools                   | refers to different applications utilize for scheduling post on social media, vlogs, and articles.  |
| 31. Social Media –                     | refers to an interactive technology that facilitate the creation and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks.  |
| 32. Target customer                    | is an individual that's most likely to buy your product   |
| 33. Time Tracking Tools                | use to keep records of work hours.  |
| 34. Tracking Tool                      | track, measure and report on website activity and visitor behavior including traffic, user clicks and performance.  |
| 35. Touchpoint-                        | refers to the interactions and actions users take with your content, such as likes, shares, comments, or clicks.  |
| 36. Vlog                               | a blog that contains a video material; a form of blog for which the medium is video, combined with supporting text and images and other metadata.   |
| 37. Written content                    | Refers to long form of text   |

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### THE TECHNICAL EXPERT PANEL (TEP)

|   |  |
|---|--|
| <b>JAN MILTON GANAPIN</b><br>ACX Outsourcing Hub  | <b>GUALBERTO A. PADILLA, JR. –</b><br>Industry Expert, Tek Worx                                  |
| <b>JULFER CASINILLO</b><br>ACX Outsourcing Hub  | <b>JOY CARPIO-PACURSA</b><br>Dual Story Inc.   |
| <b>SALVADOR R. VILLASIS</b><br>Cebu IT-BPM Org. (CIB.O)   | <b>ANGELITO P. GEVEROLA</b><br>Department of Information and<br>Communications Technology (DICT) |
| <b>ARIES P. ZETA –</b><br>Department of Information and<br>Communications Technology (DICT)     | <b>JAY MAR MASIBAY</b><br>Department of Information and<br>Communications Technology (DICT)      |
| <b>CAMILLE ANN CADALIN</b><br>Department of Information and<br>Communications Technology (DICT) | <b>ROY L. IMPERIAL</b><br>ACLC College of Mandaue  |
| <b>LESTER KYLE PAES,</b><br>ACLC College of Mandaue   | <b>REYNOLD C. BAROLA</b><br>ACLC College of Mandaue  |
| <b>ELVIRA MEDIO</b><br>ACLC College of Mandaue  | <b>EMMALYN B. CARREON</b><br>Metro Dumaguete College, Inc  |
| <b>CHARMIS G. TUBIL</b><br>Metro Dumaguete College, Inc   | <b>SHANIA MAE E. ARAÑAS</b><br>Metro Dumaguete College, Inc                                      |

### TESDA VII Secretariat

|   |   |
|---|---|
| <b>MATEO ALIN JR.</b><br>RTC-Cebu– Lead Facilitator         | <b>ROSEBETH ANN GUMAHAD</b><br>PO Siquijor – Lead Facilitator         |
| <b>CHARISMA L. BINONDO</b><br>PTC Dumaguete – Documentor    | <b>ZHAIRAH P. CALAGO</b><br>Regional Operations Division - Documentor |
| <b>JOCELYN V. CABAUG</b><br>Regional Operations Division    | <b>BETH AIMEE TUBOG</b><br>PO Negros Oriental                         |
| <b>CHEYENNE S. SOON</b><br>Regional Operations Division     | <b>GERARD RANDOLF G. TECSON</b><br>Regional Operations Division       |
| <b>MELCHRIS A. ATIS</b><br>PO Siquijor – Encoder            | <b>CLARISSA J. GERALDO</b><br>PO Cebu - Facilitator                   |
| <b>JOAN O. SAYON</b><br>PO Bohol                            | <b>ROSEMARIE J. BANTOL</b><br>PO Bohol                                |
| <b>ALFIE D. MAHUMOT</b><br>PTC-Bilar, Bohol - Facilitator   | <b>LORNA M. CAPUNDAG</b><br>PO Siquijor                               |
| <b>JEREMIAH LIGAYA S. BENABAYE</b><br>PO Cebu               | <b>RODERICK PAUL T. BENTILLO</b><br>PTC Toledo                        |
| <b>CHRISTINE A. NAVARRO</b><br>Regional Operations Division | <b>TIFFANY ANTONETTE E. ZAMORA</b><br>PO Negros Oriental              |
| <b>GLADYS T. DELEÑA</b><br>PTC – Dumaguete                  | <b>ELSIE JUNE D. PAGLINAWAN</b><br>PO Siquijor                        |
| <b>MELKIE D. IBALE</b><br>PTC-Pilar, Bohol                  |   |

