

# TRAINING REGULATIONS



## AGROENTREPRENEURSHIP NC II

**AGRICULTURE, FORESTRY AND FISHERY  
SECTOR**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
East Service Road, South Superhighway, Taguig City, Metro Manila

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## **TRAINING REGULATIONS FOR AGROENTREPRENEURSHIP NC II**

### **Section 1 AGROENTREPRENEURSHIP NC II QUALIFICATION**

The **AGROENTREPRENEURSHIP NC II** Qualification consists of competencies that a person must achieve to assess market opportunities, establish farm production plan, handle finances, and market produce.

This Qualification is packaged from the competency map of the Agriculture, Forestry and Fishery Sector as shown in Annex A.

The units of competency comprising this qualification includes the following:

<b>Code</b>	<b>BASIC COMPETENCIES</b>
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

<b>Code</b>	<b>COMMON COMPETENCIES</b>
AFF321201	Apply Safety Measures in Farm Operations
AFF321203	Perform Estimation and Basic Calculation
HCS421201	Provide Quality Customer Service
HCS315202	Comply with Quality and Ethical Standards

<b>Code</b>	<b>CORE COMPETENCIES</b>
AFF243301	Assess Market Opportunities
AFF243302	Establish Farm Production Plan
AFF243303	Handle Finances
AFF243304	Market Produce

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

- Marketing Coordinator
- Production Coordinator

## SECTION 2

## COMPETENCY STANDARDS

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

### BASIC COMPETENCIES

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

**UNIT CODE : 500311105**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <b>appropriate sources</b> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <b>medium</b> is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <b>storage</b> of information are used 1.7 Personal interaction is carried out clearly and concisely	<ul style="list-style-type: none"> <li>• Procedure of gathering workplace information</li> <li>• Techniques in gathering information</li> <li>• Effective methods of conveying information</li> <li>• Written communication methods</li> <li>• Techniques in conveying communication</li> <li>• Different modes of communication</li> <li>• Organizational policies</li> <li>• Communication procedures and systems</li> <li>• Technology relevant to the enterprise and the individual's work responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering of workplace information skills</li> <li>• Sourcing of information skills</li> <li>• Sorting of information skills</li> <li>• Obtaining workplace information skills</li> <li>• Conveying workplace information skills</li> <li>• Gathering and providing information in response to workplace Requirements</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established <b>protocols</b> 2.4 <b>Workplace interactions</b> are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Different modes of communication</li> <li>• Written communication</li> <li>• Organizational policies</li> <li>• Communication procedures and systems</li> <li>• Decorum in participating workplace meetings and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participating skills in workplace meetings and discussions</li> <li>• Following simple spoken language</li> <li>• Completing work related documents</li> <li>• Estimating, calculating and recording routine workplace measures</li> <li>• Relating to people of social range in the workplace</li> <li>• Gathering and providing information in response to workplace Requirements</li> </ul>
3. Complete relevant work related documents	3.1 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines	<ul style="list-style-type: none"> <li>• Methods of making/completing work related documents</li> <li>• Company standards and procedures in making work related documents</li> <li>• Effective communication</li> <li>• Different modes of communication</li> <li>• Written communication</li> <li>• Organizational policies</li> <li>• Communication procedures and systems</li> <li>• Technology relevant to the enterprise and the individual's work responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Documenting skills</li> <li>• Report writing skills</li> <li>• Making/developing work related documents</li> <li>• Perform routine workplace duties following simple written notices</li> <li>• Completing work related documents</li> <li>• Estimating, calculating and recording routine workplace measures</li> <li>• Ability to relate to people of social range in the workplace</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face to face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1 Face to face 5.2 Telephone 5.3 Electronic and two way radio 5.4 Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using communication equipment 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting the formal or informal communication
2. Resource Implications	The following resources should be provided: 2.1 Fax machine 2.2 Telephone 2.3 Writing materials 2.4 Internet
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation 3.2 Oral interview and written test
4. Context for Assessment	Competency may be assessed individually in the actual workplace or through accredited institution

**UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT****UNIT CODE : 500311106****UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Describe team role and scope	1.1 The <b>role and objective of the team</b> is identified from available <b>sources of information</b> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	<ul style="list-style-type: none"> <li>• Organization vision/mission statements</li> <li>• Company policies and employee code of conduct</li> <li>• Communication process</li> <li>• Team structure</li> <li>• Team roles</li> <li>• Group planning and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating skills appropriately and consistent with the culture of the workplace</li> <li>• Adopting skills to team role and scope of responsibilities</li> </ul>
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified 2.2 Roles and responsibility of other team members are identified and recognized 2.3 Reporting relationships within team and external to team are identified	<ul style="list-style-type: none"> <li>• Organization vision/mission statements</li> <li>• Organization policies and employee code of conduct</li> <li>• Communication process</li> <li>• Team structure</li> <li>• Team roles</li> <li>• Group planning and decision making</li> <li>• Methods and techniques of role and responsibility identification with a team</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating skills appropriately and consistent with the culture of the workplace</li> <li>• Role and responsibility identification skills</li> </ul>
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives	<ul style="list-style-type: none"> <li>• Approaches of interacting with team members</li> <li>• Types of communications used in effective interaction with team members</li> <li>• Methods of working as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Team working skills</li> <li>• Communicating skills appropriately and consistent with the culture of the workplace</li> <li>• Skills in observing protocols when making reports</li> </ul>



ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and <b>workplace context</b> 3.3 SOP/Protocols in reporting are observed 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members	<ul style="list-style-type: none"> <li>• Techniques in working as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Using standard procedures when making reports</li> <li>• Developing teamwork plans based on team's role and objectives</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OSH and environmental standards
3. Workplace context	3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Operated in a team to complete workplace activity</li> <li>1.2 Worked effectively with others</li> <li>1.3 Conveyed information in written or oral form</li> <li>1.4 Selected and used appropriate workplace language</li> <li>1.5 Followed designated work plan for the job</li> <li>1.6 Reported outcomes</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or tasks</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation of the individual member in relation to the work activities of the group</li> <li>3.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2 Assessment shall be observed while task are being undertaken whether individually or in group</li> </ul>

**UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM**

**UNIT CODE : 500311107**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance <b>evaluation</b> 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties	<ul style="list-style-type: none"> <li>• Work values and ethics (e.g., Code of Conduct; Code of Ethics; Rights, Roles and Responsibilities of Farmers)</li> <li>• Organizational policies</li> <li>• Organizational operations, procedures and standards</li> <li>• Organizational mission/vision statements</li> <li>• Ways of integrating personal objectives with organizational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating skills of personal objectives with organizational goals</li> <li>• Pursuing personal growth and work plans</li> <li>• Demonstrating commitment to the organization and its goals</li> <li>• Intra and Interpersonal skills</li> </ul>
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 <b>Resources</b> are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures	<ul style="list-style-type: none"> <li>• Organizational policies</li> <li>• procedures and standards</li> <li>• Organization and departmental goals and priorities</li> <li>• Managing priorities and commitments</li> <li>• Economic use and maintenance of equipment and facilities</li> <li>• Ways and means of practicing economic use and maintenance of equipment and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Setting skills of work priorities</li> <li>• Meeting with work priorities</li> <li>• Intra and Interpersonal skills</li> <li>• Communication skills</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Maintain professional growth and development	3.1 <b><i>Trainings and career opportunities</i></b> are identified and availed of based on job requirements 3.2 <b><i>Recognitions</i></b> are sought/received and demonstrated as proof of career advancement 3.3 <b><i>Licenses and/or certifications</i></b> relevant to job and career are obtained and renewed	<ul style="list-style-type: none"> <li>• Ways of identifying trainings and career opportunities</li> <li>• Techniques of seeking and receiving recognitions</li> <li>• Procedures of obtaining licenses and/or certifications relevant to the job</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying trainings and career opportunities</li> <li>• Seeking recognitions are sought/received and demonstrated as proof of career advancement</li> <li>• Obtaining and renewing Licenses and/or certifications relevant to job and career</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Attained job targets within key result areas (KRAs)</li> <li>1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation</li> <li>1.3 Completed trainings and career opportunities which are based on the requirements of the industries</li> <li>1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 Case studies/scenarios</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Simulation/Role-plays</li> <li>3.4 Observation</li> <li>3.5 Third Party Reports</li> <li>3.6 Exams and Tests</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 : PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES**

**UNIT CODE : 500311108**

**UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify hazards and risks	1.1 <b>Safety regulations</b> and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures 1.2 <b>Hazards/risks</b> in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures 1.3 <b>Contingency measures</b> during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures	<ul style="list-style-type: none"> <li>• Company workplace safety regulations</li> <li>• Industry hazard control practices and procedures</li> <li>• Internationally recognized OSH procedures and practices and regulations</li> <li>• PPE types and uses</li> <li>• Personal hygiene practices</li> <li>• Hazards/risks identification and control</li> <li>• Threshold Limit Value -TLV</li> <li>• OSH indicators</li> <li>• Organization safety and health protocol</li> <li>• Safety consciousness</li> <li>• Health consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying and explaining safety regulations and workplace safety and hazard control</li> <li>• Identifying hazards/risks in the workplace and their corresponding indicators</li> <li>• Recognizing contingency measures during workplace accidents, fire and other emergencies</li> <li>• Practice of personal hygiene</li> <li>• Interpersonal skills</li> <li>• Communication skills</li> </ul>



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OSH issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OSH legislation	<ul style="list-style-type: none"> <li>• Methods of identifying terms of maximum tolerable limits</li> <li>• Hazard effects</li> <li>• Reporting methods on OSH issues/concerns</li> <li>• OSH procedures and practices and regulations</li> <li>• PPE types and uses</li> <li>• Hazards/risks identification and control</li> <li>• Threshold Limit Value -TLV</li> <li>• OSH indicators</li> <li>• Organization safety and health protocol</li> <li>• Safety consciousness</li> <li>• Health consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying terms of maximum tolerable limits</li> <li>• Determining effects of hazards and risks</li> <li>• Reporting OSH issues and/or concerns</li> <li>• Identifying safety hazards</li> <li>• Hazards/risks identification and control skills</li> <li>• Interpersonal skills</li> <li>• Communication skills</li> </ul>
3. Control hazards and risks	3.1 Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OSH policies 3.3 <b>Personal protective equipment (PPE)</b> is correctly used in accordance with organization OSH procedures and practices	<ul style="list-style-type: none"> <li>• Ways of following Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace</li> <li>• Ways of following procedures for dealing with workplace accidents, fire and emergencies</li> <li>• Types and use of personal protective equipment (PPE)</li> <li>• OSH procedures and practices and regulations</li> <li>• Methods and techniques in providing appropriate assistance in the</li> </ul>	<ul style="list-style-type: none"> <li>• Following occupational health and safety (OSH) procedures for controlling hazards/risks in workplace</li> <li>• Following procedures for dealing with workplace accidents, fire and emergencies</li> <li>• Using correctly personal protective equipment (PPE)</li> <li>• Providing assistance in the event of a workplace emergency in accordance with established</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol	event of a workplace emergency • Hazards/risks identification and control	organization protocol
4. Maintain OSH awareness	4.1 <b><i>Emergency-related drills and trainings</i></b> are participated in as per established organization guidelines and procedures 4.2 <b><i>OSH personal records</i></b> are completed and updated in accordance with workplace requirements	<ul style="list-style-type: none"> <li>• Participation procedures in emergency-related drills and trainings</li> <li>• Ways of completing and updating OSH personal records</li> <li>• OSH procedures and practices and regulations</li> <li>• OSH indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in emergency-related drills and trainings</li> <li>• Completing and updating OSH personal records</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards - bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics <ul style="list-style-type: none"> <li>• Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>• Physiological factors – monotony, personal relationship, work out cycle</li> </ul>
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OSH personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OSH-related training completed

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Explained clearly established workplace safety and hazard control practices and procedures</li> <li>1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures</li> <li>1.3 Recognized contingency measures during workplace accidents, fire and other emergencies</li> <li>1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV.</li> <li>1.5 Followed Occupational Health and Safety (OSH) procedures for controlling hazards/risks in workplace</li> <li>1.6 Used Personal Protective Equipment (PPE) in accordance with company OSH procedures and practices</li> <li>1.7 Completed and updated OSH personal records in accordance with workplace requirements</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 PPE</li> <li>2.4 Health records</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> </ul>
<p>4. Context for Assessment</p>	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

## COMMON COMPETENCIES

**UNIT OF COMPETENCY : APPLY SAFETY MEASURES IN FARM OPERATIONS**

**UNIT CODE : AFF321201**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to perform safety measures effectively and efficiently. It includes identifying areas, tools, materials, time and place in performing safety measures.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Determine areas of concern for safety measures	1.1 <b>Work tasks</b> are identified in line with farm operations 1.2 <b>Place</b> for safety measures are determined in line with farm operations 1.3 <b>Time</b> for safety measures are determined in line with farm operations 1.4 Appropriate <b>tools, materials and outfits</b> are prepared in line with job requirements	<ul style="list-style-type: none"> <li>• Different work tasks in farm operations</li> <li>• Place and time for implementation of safety measures</li> <li>• Different hazards in the workplace</li> <li>• Types of tools, materials and outfits</li> <li>• Preparation of tools, materials and outfits</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying work tasks in farm operations</li> <li>• Determining place and time for implementation of safety measures</li> <li>• Reading labels, manuals and other basic safety information</li> <li>• Identifying effective/functional tools, materials and outfit</li> <li>• Preparing tools, materials and outfits</li> <li>• Discarding defective tools, and materials</li> </ul>
2. Apply appropriate safety measures	2.1 Tools and materials are used according to specifications and procedures 2.2 Outfits are worn according to farm requirements 2.3 Effectivity/shelf life/expiration of materials are strictly observed 2.4 <b>Emergency procedures</b> are known and followed to ensure a safe work requirement	<ul style="list-style-type: none"> <li>• Uses and functions of tools</li> <li>• Outfits and how to wear it.</li> <li>• Expiration/shelf life of materials</li> <li>• Proper disposal of expired materials</li> <li>• Environmental rules and regulations</li> <li>• Disaster Risk and Reduction Management</li> <li>• Emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Using tools and materials in the workplace</li> <li>• Wearing of outfits</li> <li>• Observing expiration/shelf life of materials</li> <li>• Disposing of expired materials</li> <li>• Following emergency procedures</li> <li>• Identifying and reporting of hazards in workplace area</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	2.5 Hazards in the workplace are identified and reported in line with farm guidelines	<ul style="list-style-type: none"> <li>• Hazards identification and reporting</li> <li>• Climate Change Adaptation and Mitigation</li> <li>• Communication skills</li> <li>• OSHS</li> </ul>	
3. Safekeep/ dispose tools, materials and outfit	<p>3.1 Used tools and outfit are cleaned after use and stored in designated areas</p> <p>3.2 Unused materials are properly labeled and stored according to manufacturer's recommendation and farm requirements</p> <p>3.3 Waste materials are disposed according to manufacturers, government and farm requirements.</p>	<ul style="list-style-type: none"> <li>• Procedures of cleaning used tools and outfits</li> <li>• Label and storage unused materials</li> <li>• Disposal of wastes materials</li> <li>• Manufacturers' recommendation on keeping materials</li> <li>• Environmental rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning used tools and outfit</li> <li>• Labelling and storing unused materials</li> <li>• Disposing waste materials</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work tasks	Work task may be selected from any of the subsectors: 1.1 Crop Production 1.2 Post-harvest 1.3 Agri-marketing 1.4 Farm Equipment
2. Place	2.1 Stock room/storage areas/warehouse 2.2 Field/farm/orchard
3. Time	3.1 Fertilizer and pesticides application 3.2 Feed mixing and feeding 3.3 Harvesting and hauling
4. Tools, materials and outfits	4.1 Tools 4.1.1 Wrenches 4.1.2 Screw driver 4.1.3 Pliers 4.2 Outfit 4.2.1 Masks 4.2.2 Gloves 4.2.3 Boots 4.2.4 Overall coats 4.2.5 Hat 4.2.6 Eye goggles
5. Emergency procedures	5.1 Location of first aid kit 5.2 Evacuation 5.3 Agencies contract 5.4 Farm emergency procedures
6. Hazards	6.1 Chemical 6.2 Electrical 6.3 Falls

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined areas of concern for safety measures 1.2 Applied appropriate safety measures according to industry requirements 1.3 Prepared tools, materials and outfit needed 1.4 Performed proper disposal of used materials 1.5 Cleaned and stored tools, materials and outfit in designated facilities
2. Method of Assessment	Competency in this unit must be assessed through: 2.1 Practical demonstration 2.2 Third Party Report
3. Resource Implications	3.1 Farm location 3.2 Tools, equipment and outfits appropriate in applying safety measures
4. Context of Assessment	4.1 Assessment may occur in the workplace or in a simulated workplace or as part of a team under limited supervision



**UNIT OF COMPETENCY : PERFORM ESTIMATION AND BASIC CALCULATION**

**UNIT CODE : AFF321203**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform basic workplace calculations.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Perform estimation	1.1 Job requirements are identified from written or oral communications 1.2 Quantities of materials and resources required to complete a work task are estimated 1.3 The time needed to complete a work activity is estimated 1.4 Accurate estimate for work completion are made 1.5 Estimate of materials and resources are reported to appropriate person	<ul style="list-style-type: none"> <li>• Job requirements/labor needs</li> <li>• Calculation of quantities of materials and resources required</li> <li>• Calculation of time for job completion</li> <li>• Preparation of estimate report</li> <li>• Basic mathematical operations</li> <li>• Percentage and ratios</li> <li>• Unit Conversion</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying job requirements/labor</li> <li>• Estimating quantities of materials and resources required</li> <li>• Estimating time for job completion</li> <li>• Performing basic calculation</li> <li>• Compute percentage</li> <li>• Convert English to metric systems of measurement</li> <li>• Preparing estimate report</li> </ul>
2. Perform basic workplace calculation	2.1 <b><i>System and units of measurement</i></b> to be followed are ascertained 2.2 Calculation needed to complete work tasks are performed using the <b><i>four basic mathematical operation</i></b> 2.3 Calculate whole fraction, percentage and mixed when are used to complete the instructions 2.4 Number computed is checked following work requirements	<ul style="list-style-type: none"> <li>• Four basic mathematical operation</li> <li>• System and units of measurement</li> <li>• Fraction, percentage and ratio</li> <li>• Material takeoff</li> <li>• Materials costing</li> </ul>	<ul style="list-style-type: none"> <li>• Compute bill of materials</li> <li>• Compute project cost</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Four basic mathematical operation	1.1 Addition 1.2 Subtraction 1.3 Multiplication 1.4 Division
2. System of measurement	2.1 English 2.2 Metric
3. Units of measurement	3.1 Area 3.2 Volume 3.3 Weight 3.4 Length

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed estimation 1.2 Performed basic workplace calculation 1.3 Applied corrective measures as maybe necessary
2. Method of Assessment	Competency in this unit must be assessed through: 2.1 Practical demonstration 2.2 Written examination
3. Resource Implications	3.1 Relevant tools and equipment for basic calculation 3.2 Recommended data
4. Context of Assessment	4.1 Assessment may occur in the workplace or in a simulated workplace or as part of a team under limited supervision

**UNIT OF COMPETENCY : PROVIDE QUALITY CUSTOMER SERVICE**

**UNIT CODE : HCS421201**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skill and attitudes required to provide effective and efficient services to the clients of the microfinance industry.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Update knowledge of products and services	1.1 Products and/or services to be marketed are identified, familiarized with and fully understood 1.2 Information on programs is accessed 1.3 Knowledge on <b>products, services and programs</b> are updated 1.4 Additional information on products, services and programs are prepared	<ul style="list-style-type: none"> <li>• Introduction to Microfinance</li> <li>• Terms and definitions</li> <li>• Organization profile</li> <li>• MFIs products and services (financial and non-financial):               <ul style="list-style-type: none"> <li>– Loans</li> <li>– Savings</li> <li>– Insurance</li> <li>– Trainings</li> <li>– Marketing Assistance</li> </ul> </li> <li>• MFIs programs</li> <li>• Organization procedures and processes in providing quality customer service</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>– Quality consciousness</li> <li>– Proactive</li> <li>– Patience</li> <li>– Information awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Effective oral communication skills</li> <li>• Listening skills</li> <li>• Motivational skills</li> <li>• Interpersonal skills</li> <li>• Presentation skills</li> <li>• Demonstrating cost/benefits/ value to clients based on client's expectations and needs</li> <li>• Generating several alternative solutions that will meet customer's needs</li> <li>• Data gathering skills</li> <li>• Computer literacy</li> </ul>
2. Assess needs of new and existing clients	2.1 Active listening is used to gather information from <b>clients</b> 2.2 Orientation on products/services, program and policies are conducted	<ul style="list-style-type: none"> <li>• Terms and definitions</li> <li>• Methods of assessing needs of new and existing client's:               <ul style="list-style-type: none"> <li>– Interviewing</li> <li>– Observation</li> </ul> </li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>2.3 Identified related or applicable <b>needs</b> of clients based on the products/services and program being offered</p> <p>2.4 Provided clients with courteous and professional treatment throughout the interaction using <b>interactive communication</b></p> <p>2.5 Inquiries, concerns and comments are responded to promptly and accurately in accordance with organization's policies</p> <p>2.6 Recorded all the gathered information given by the clients</p>	<ul style="list-style-type: none"> <li>- Focus Group Discussion</li> <li>- Needs Survey</li> <li>• Procedures in conducting product and service orientation of clients</li> <li>• Procedures in assessing needs of new and existing client's</li> <li>• Procedure in innovating products and services</li> <li>• Guidelines on recording and reporting clients' needs</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>- Quality consciousness</li> <li>- Proactive</li> <li>- Clients focus</li> <li>- Patience</li> <li>- Vigilance</li> <li>- Sincerity</li> <li>- Integrity</li> <li>- Commitment</li> </ul> </li> </ul>	
3. Conduct client satisfaction survey	<p>3.1 Client satisfaction survey is administered</p> <p>3.2 Survey results are collated and analyzed</p> <p>3.3 Positive and negative results are defined</p> <p>3.4 Negative feedbacks are well addressed immediately through appropriate <b>communication strategies</b></p>	<ul style="list-style-type: none"> <li>• Terms and definitions</li> <li>• Client satisfaction survey methodologies: <ul style="list-style-type: none"> <li>- Interviewing</li> <li>- Observation</li> <li>- Focus Group Discussion</li> <li>- Structured Field Survey</li> </ul> </li> <li>• Survey Process: <ul style="list-style-type: none"> <li>- Purpose of survey</li> <li>- Designing survey instruments</li> </ul> </li> </ul>	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		<ul style="list-style-type: none"> <li>- Designing interview and FGD guides</li> <li>- Administering survey instruments</li> <li>- Interviewing target respondents</li> <li>- Conducting FGD</li> <li>- Data processing, analysis and presentation</li> <li>- Recommendations</li> <li>• How feedback from survey results are address</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>- Quality consciousness</li> <li>- Proactive</li> <li>- Patience</li> <li>- Sincerity</li> <li>- Integrity</li> <li>- Commitment</li> <li>- Courteous</li> <li>- Professional</li> </ul> </li> </ul>	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Product/services and programs	Includes the following but are not limited to: 1.1 Financial services 1.2 Non-financial services
2. Clients	2.1 Entrepreneurial poor
3. Needs	3.1 Designing clients satisfaction survey instruments 3.2 Procedure in administering clients satisfaction survey 3.3 Processing clients satisfaction survey data 3.4 Product/service knowledge 3.5 Knowledge of programs
4. Interactive communication	4.1 Information is gathered in a courteous and professional manner 4.2 Probing skills 4.3 Skills in effective questioning 4.4 Consistent service quality for all types of customers 4.5 Avoiding controversial issues like politics and religion
5. Communication strategies	5.1 One-on-one interaction 5.2 Group meetings

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Received, assessed and responded to client needs 1.2 Applied organizational quality procedures and processes in providing quality service
2. Resource implications	The following resources MUST be provided: 2.1 Meeting venue/s 2.2 Equipment and furnishings appropriate to a microfinance set-up 2.3 Complete information on products, services and programs 2.4 Products, services and programs brochures 2.5 Organization's standard forms for clients
3. Method of assessment	Competency may be assessed through: 3.1 Oral questioning 3.2 Written test 3.3 Practical demonstration
4. Context for assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace environment

**UNIT OF COMPETENCY : COMPLY WITH QUALITY AND ETHICAL STANDARDS**

**UNIT CODE : HCS315202**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Assess quality of received materials	1.1 Work instruction is obtained and carried out in accordance with standard operating procedures 1.2 Received <b>materials</b> are checked against workplace standards and specifications 1.3 Defective materials are identified, reported and isolated 1.4 Defective materials are repaired/replaced in accordance with workplace procedures 1.5 <b>Defects</b> and any identified causes are recorded and/or reported to the concerned personnel in accordance with workplace procedures	<ul style="list-style-type: none"> <li>• Standard operating procedures on receiving materials</li> <li>• Material descriptions and specifications</li> <li>• Proper handling of received materials</li> <li>• Procedures on assessing quality of received materials</li> <li>• Material defects and their causes</li> <li>• Dealing with defective materials</li> <li>• Reporting defective received materials</li> <li>• Total Quality Management/Improvement</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>– Quality consciousness</li> <li>– Honesty</li> <li>– Integrity</li> <li>– Concern for details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension skills</li> <li>• Communication skills</li> <li>• Critical thinking, problem solving and decision-making skills</li> <li>• Technical skills</li> <li>• Interpersonal skills</li> <li>• Community organizing skills</li> <li>• Analytical skills</li> <li>• Quantitative skills</li> <li>• Qualitative skills</li> </ul>
2. Assess own work/output	2.1 <b>Documentation</b> relative to quality within the company is identified and used	<ul style="list-style-type: none"> <li>• Organization's vision, mission, goals and objectives</li> </ul>	



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	2.2 Completed work is checked against workplace standards 2.3 Defects are identified and corrected in accordance with the company <b>quality standards</b>	<ul style="list-style-type: none"> <li>• Organization standards on quality of work/output</li> <li>• Rights, roles and responsibilities of farmers</li> <li>• Assessment methods on quality of work/output</li> <li>• Procedures on assessing quality of work/output</li> <li>• Procedures on identification of work defects/deviations</li> <li>• Common work/output defects/deviations from standards</li> <li>• Ways of rectifying work/output defects/deviations</li> <li>• Total Quality Management/Improvement</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>– Honesty</li> <li>– Integrity</li> <li>– Commitment</li> </ul> </li> </ul>	
3. Submit oneself to third party assessment	3.1 Information on the quality and other indicators of performance are recorded in accordance with workplace procedures 3.2 In cases of deviations from specific quality standards, causes are documented and reported in accordance with the	<ul style="list-style-type: none"> <li>• Organization's vision, mission, goals and objectives</li> <li>• Performance evaluation system and procedure</li> <li>• Performance key result areas and indicators</li> <li>• Procedures on third party assessment of performance</li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>workplace's standards operating procedures</p> <p>3.3 In cases of objections/ disagreements, reasons are expressed thru written documentation</p> <p>3.4 Settlements are sought in accordance with company policies</p>	<ul style="list-style-type: none"> <li>• Documentation of work defects/ deviations</li> <li>• Rectification of work/output defects/deviations and their causes</li> <li>• Total Quality Management/Improvement</li> <li>• Measures to improve work performance</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>– Humility</li> <li>– Fairness</li> <li>– Integrity</li> <li>– Quality consciousness</li> </ul> </li> </ul>	
4. Engage in quality improvement	<p>4.1 Process improvement procedures are participated in relative to workplace assignment</p> <p>4.2 Work is carried out in accordance with process improvement procedures</p> <p>4.3 Services are delivered in accordance with ethical standards</p> <p>4.4 Quality service is monitored to ensure client satisfaction</p> <p>4.5 <i>Client's</i> needs are assessed through conduct of researches, focus group discussions, and satisfaction surveys/interviews</p> <p>4.6 Trainings, orientations, and exposures are</p>	<ul style="list-style-type: none"> <li>• Total Quality Management/Improvement</li> <li>• Methods of quality improvement</li> <li>• Methods of monitoring customer satisfaction</li> <li>• Procedures in improving quality of customer service: <ul style="list-style-type: none"> <li>– Assessment of clients' needs</li> <li>– Monitoring quality of service</li> <li>– Identification of needed improvement of quality</li> <li>– Reporting of findings and recommendations</li> <li>– e. Intervention to improve quality service to clients</li> </ul> </li> </ul>	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	rendered to ensure their understanding/ familiarization on products, services and programs	<ul style="list-style-type: none"> <li>• Professional and ethical standards in delivering services to clients</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>– Quality consciousness</li> <li>– Integrity</li> <li>– Commitment</li> </ul> </li> </ul>	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	Materials may include but are not limited to: <ul style="list-style-type: none"> <li>1.1 Manuals, brochures, flyers, flipcharts, signages and tarpaulin</li> <li>1.2 Work orders</li> <li>1.3 Standard forms</li> <li>1.4 Recorded voice files/audio video presentations</li> <li>1.5 PowerPoint presentation materials</li> <li>1.6 Documentations</li> <li>1.7 Software</li> <li>1.8 Hardware</li> <li>1.9 Office supplies</li> <li>1.10 Office equipment</li> <li>1.11 Holy Scriptures</li> </ul>
2. Defects/Irregularities	Defects may include but are not limited to: <ul style="list-style-type: none"> <li>2.1 Deviation from the requirements of the client</li> <li>2.2 Deviation from the requirements and standard operating procedures of the organization/institution</li> <li>2.3 Manuals containing incorrect/outdated information</li> <li>2.4 Software/hardware defects</li> <li>2.5 Poor employee interpersonal relationships/conflicts among employees</li> <li>2.6 Loose implementation of organizational policies and procedures</li> <li>2.7 Poor/inappropriate training designs</li> <li>2.8 Non-compliance of selection and recruitment procedures of employees</li> <li>2.9 Work fatigue and lost of interest to work being experience by the employee/s</li> <li>2.10 Lack of clear understanding about one's role and responsibilities</li> <li>2.11 Non-compliance of selection and recruitment procedures of clients</li> <li>2.12 Undesirable work behavior of employees</li> <li>2.13 Breakdown of/barriers to communication</li> <li>2.14 Outdated work plans and schedules</li> </ul>
3. Documentation	Includes the following but are not limited to: <ul style="list-style-type: none"> <li>3.1 Standard Operating Procedures</li> <li>3.2 Quality checklist</li> <li>3.3 Monitoring feedback sheet</li> <li>3.4 Forms such as Loan Applications, CCI/BI, Cash Flows, Loan Utilization Checks, Client Exits/Withdrawals, Work/Job Order, Client Feedback Notice, Material Requisition Form, Performance Appraisal Report, Training Evaluation Forms</li> </ul>

	<p>3.5 Reports such as Financial Statements, Operational Assessments/Highlights and Plans, Cash Position Reports</p> <p>3.6 Minutes of meetings (Board, Branch, Department/Units/Groups)</p> <p>3.7 Special orders, memorandums, notices, announcements</p> <p>3.8 Employee movements (promotion, demotion, discharge, termination, suspension)</p> <p>3.9 Linkages such as Loan Verification, SSS and Philhealth dues.</p> <p>3.10 Organizational Profile (Vision, Mission, Goals and Objectives)</p> <p>3.11 Electronic documentations e.g. Website</p> <p>3.12 Files/Employees' Profile</p>
4. Quality standards	<p>Quality standards may be related but are not limited to the following:</p> <p>4.1 Materials</p> <p>4.2 Software</p> <p>4.3 Office supplies</p> <p>4.4 Office facilities</p> <p>4.5 Office equipment</p> <p>4.6 Office standard forms</p> <p>4.7 Work processes</p> <p>4.8 Customer service</p> <p>4.9 Products and services</p> <p>4.10 Work outputs</p> <p>4.11 Communication process</p> <p>4.12 Ethical and professional ethics</p> <p>4.13 Training program design and delivery</p> <p>4.14 Value added services/product innovations</p> <p>4.15 Organization's policies and procedures manual</p>
5. Client	<p>Includes the following but are not limited to:</p> <p>5.1 External clients (customers, partners, members, subscribers, end users, investors/funders, service providers, agencies)</p> <p>5.2 Internal clients (within the organization/co-employees, immediate superiors, board of trustees)</p>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Performed work in accordance with the organization's standard operating procedures and specifications</li> <li>1.2 Identified and reported defects in accordance with standard operating procedures</li> <li>1.3 Carried out work in accordance with the process improvement procedures</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 Product manuals and brochures</li> <li>2.2 Marketing and promotional materials</li> <li>2.3 Orientation and presentation materials</li> <li>2.4 Office standard forms and documentation</li> <li>2.5 Operational handbook/manuals</li> <li>2.6 Work plans and schedules</li> <li>2.7 Hardware</li> <li>2.8 Software</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Interviews</li> <li>3.3 Audit report</li> <li>3.4 Monthly reports</li> <li>3.5 Practical demonstration</li> <li>3.6 Performance evaluation</li> </ul>
<p>4. Context for assessment</p>	<ul style="list-style-type: none"> <li>4.1 Assessment may be conducted in the workplace or in a simulated workplace environment</li> </ul>

## CORE COMPETENCY

**UNIT OF COMPETENCY : ASSESS MARKET OPPORTUNITIES**

**UNIT CODE : AFF243301**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of farmer owner/agro entrepreneurs to conduct market visits, determine value adding activities and prepare market plan.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Conduct market visits	1.1 <b>Buyers</b> are identified in the local market following industry practice 1.2 Buyers are interviewed according to industry practice 1.3 Buyers are selected based on result of the interview	<ul style="list-style-type: none"> <li>• Marketing and market chain</li> <li>• Kinds of buyers</li> <li>• Market mapping</li> <li>• Procedures in conducting informal interview</li> <li>• Basis for choosing buyers</li> </ul> Attitudes: <ul style="list-style-type: none"> <li>• Resourceful</li> <li>• Open-minded</li> <li>• Enthusiastic</li> <li>• Patience</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a market map</li> <li>• Identifying buyers</li> <li>• Conducting buyer interview</li> <li>• Selecting buyers</li> </ul>
2. Determine value adding activities	2.1 Flow of produce from farm to the selected buyer is determined based on the established industry practices. 2.2 <b>Value adding</b> activities are identified based on requirements of selected buyer requirements 2.3 Comparative prices and costs of value adding activities are computed based on industry practice 2.4 Value adding activities are selected based on buyers' requirement	<ul style="list-style-type: none"> <li>• Supply and demand</li> <li>• Product flow and value addition</li> <li>• Marketing arrangements</li> <li>• Computation of sales, cost and profit</li> <li>• Selection of value adding activities</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Openness</li> <li>• Practical</li> <li>• Decisive</li> <li>• Enthusiastic</li> </ul>	<ul style="list-style-type: none"> <li>• Determining value adding activities in the product flow</li> <li>• Computation skills</li> <li>• Communication skills</li> <li>• Selecting value adding activities to perform</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
3. Prepare market plan	3.1 Marketing objective is prepared according to the result of market research 3.2 Steps in the delivery of the product to selected buyers are established based on objective set 3.3 Targeted sales, costs and marketing profit is estimated based on objective set 3.4 Contingency plan is formulated based on market risks 3.5 Details of marketing plan is compiled according to industry procedure	<ul style="list-style-type: none"> <li>• Marketing objective</li> <li>• Procedures in making a marketing objective</li> <li>• Steps in product delivery</li> <li>• Computation and estimation of sales, cost and profit</li> <li>• Procedure in compiling details of marketing plan</li> <li>• Contingency plan</li> <li>• Market risks</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Diligent for detailed work</li> <li>• Realistic</li> <li>• Motivated</li> <li>• Decisive</li> </ul>	<ul style="list-style-type: none"> <li>• Making marketing objective</li> <li>• Establishing steps in the delivery of the product to buyers</li> <li>• Computation skills</li> <li>• Estimating targeted sales, cost and profit</li> <li>• Compiling details of marketing plan</li> <li>• Identifying market risks</li> <li>• Formulating contingency plan</li> </ul>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Buyers	Buyers include traditional buyers such as but not limited to: 1.1 Traders 1.2 traders agents 1.3 institutional buyers - consolidators - processors 1.4 wholesaler 1.5 retailer 1.6 local/ public market 1.7 consumers
2. Value adding	Value adding includes but is not limited to: 2.1. cleaning 2.2. sorting 2.3. packaging 2.4. processing 2.5. transporting 2.6. product consolidation

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted market visits 1.2 Determined value adding activities 1.3 Prepared market plan
2. Resource Implications	The following resources should be provided: 2.1 Simulated workplace 2.2 Calculator 2.3 Phone Camera 2.4 Portable Speaker with microphone 2.5 Scissor 2.6 Pens (permanent & white board)/Chalk 2.7 Pencils 2.8 Ballpens 2.9 Flip charts 2.10 Manila paper 2.11 Cartolina 2.12 Bond paper 2.13 Stapler 2.14 Staple wire 2.15 Puncher 2.16 Masking tape 2.17 Notebook 2.18 Record book 2.19 White/Black board 2.20 Crayons 2.21 Reference Materials
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Oral questioning 3.3 Demonstration
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

**UNIT OF COMPETENCY : ESTABLISH FARM PRODUCTION PLAN**

**UNIT CODE : AFF243302**

**UNIT DESCRIPTOR :** This unit deals with the knowledge, skills and attitudes required to review, prepare and improve farm production plan. It also includes competencies in monitoring activities, record keeping and information gathering.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Review farm production plan	1.1 Farm production performance are monitored according to industry standard. 1.2 <b>Information</b> and feedback are gathered following industry practices. 1.3 Record keeping is practiced following workplace procedures. 1.4 Farm <b>records</b> are used according to industry procedures. 1.5 <b>Improvements</b> are selected based on the result of the review.	<ul style="list-style-type: none"> <li>• Basic self/farm assessment guide</li> <li>• Importance of gathering feedback</li> <li>• Types of records</li> <li>• Importance of record keeping</li> <li>• Use of records</li> <li>• Diversification of farm products</li> <li>• Type of diversification</li> </ul> Attitudes: <ul style="list-style-type: none"> <li>• honesty</li> <li>• acceptance</li> <li>• humility</li> <li>• Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring farm production performance</li> <li>• Gathering information and feedback from buyers, other farmers, old records and other authorities</li> <li>• Practicing record keeping</li> <li>• Utilizing farm records</li> <li>• Selecting improvements on production, post production and other related farm activities</li> </ul>
2. Prepare farm production plan	2.1 <b>Farm production requirements</b> are identified based on market demand. 2.2 <b>Farm Production activities</b> and cost are determined based on accepted farming practices. 2.3 Volume of harvest is computed according to actual production capacity. 2.4 Alternative <b>farm products</b> are selected based on market demand.	<ul style="list-style-type: none"> <li>• Components of farm production plan</li> <li>• Target volume for succeeding cropping season</li> <li>• Selection of other appropriate farm product</li> <li>• Identify different production risk</li> <li>• Production module concept</li> <li>• Production risks</li> <li>• Contingency plan</li> </ul> Attitude:	<ul style="list-style-type: none"> <li>• Identifying farm production requirement</li> <li>• Determining farm production activities and cost</li> <li>• Estimating volume of harvest in a given season</li> <li>• Selecting alternative farm products</li> <li>• Identifying farm production risk</li> <li>• Computing farm production cost</li> <li>• Networking</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	2.5 Contingency plan is formulated based on farm <b>production risks</b> . 2.6 Suppliers and providers are selected based on <b>preference/criteria</b> .	<ul style="list-style-type: none"> <li>• Resourceful</li> <li>• Creative</li> <li>• Proactive</li> <li>• Information seeking</li> <li>• Patient</li> <li>• Observant</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting Suppliers and Providers</li> <li>• Analyzing simple criteria</li> <li>• Making Simple decision</li> </ul>
3. Improve farm production plan	3.1 Farm production activities and costing are adjusted based on the result of review. 3.2 Selected improvements are applied based on the result of review. 3.3 Projected volume target is adjusted based on the result of review. 3.4 Corrective measures are applied based on the result of review.	<ul style="list-style-type: none"> <li>• Result of review</li> <li>• Adjustment of farm production activities and costing</li> <li>• Application of selected improvements</li> <li>• Adjustment of projected volume target</li> <li>• Application of corrective measures in line with improvement</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Proactive</li> <li>• Information seeking</li> <li>• Patient</li> <li>• Observant</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusting farm production activities</li> <li>• Applying farm production plan improvements</li> <li>• Adjusting projected volume target</li> <li>• Applying corrective measures</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	Information may include but not limited to: 1.1 Farm production and income from farm records 1.2 good farm practices as benchmark from other farmers 1.3 feedback from buyers 1.4 Information from other authorities (government & non-government)
2. Records	Records includes but not limited to: 2.1. business records 2.2. farm production records
3. Improvements	Improvements may include but not limited to: 3.1. best farm practices 3.2. product diversification 3.3. value adding
4. Farm production requirements	Farm production requirements include: 4.1. inputs 4.2. labor 4.3. farm machineries
5. Farm production activities	Farm production activities may include but not limited to: 5.1. Land preparation 5.2. Planting 5.3. Maintenance 5.4. Harvesting 5.5. Post-harvesting
6. Farm Products	Farm products may include but not limited to: 6.1. Livestock 6.2. Poultry 6.3. Crops 6.4. Fisheries 6.5. Aquatic Resources
7. Production risk	Production risk may include but not limited to: 7.1. Quality risk 7.2. Yield risk 7.3. Contract risk 7.4. Product liability risk 7.5. Relationship risk

8. Criteria	Criteria may include but not limited to: 8.1. Terms of payment 8.2. Cost 8.3. Quality
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## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Reviewed farm production plan</li> <li>1.2 Monitored farm production performance</li> <li>1.3 Gathered information and feedback</li> <li>1.4 Practiced record keeping</li> <li>1.5 Prepared farm production plan</li> <li>1.6 Computed farm production cost</li> <li>1.7 Computed cost and return</li> <li>1.8 Computed target volume of harvest</li> <li>1.9 Improved farm production plan</li> <li>1.10 Applied corrective measure</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Simulated workplace</li> <li>2.2 Calculator</li> <li>2.3 Phone Camera</li> <li>2.4 Portable Speaker with microphone</li> <li>2.5 Scissor</li> <li>2.6 Pens (permanent &amp; white board)/Chalk</li> <li>2.7 Pencils</li> <li>2.8 Ballpens</li> <li>2.9 Flip charts</li> <li>2.10 Manila paper</li> <li>2.11 Cartolina</li> <li>2.12 Bond paper</li> <li>2.13 Stapler</li> <li>2.14 Staple wire</li> <li>2.15 Puncher</li> <li>2.16 Masking tape</li> <li>2.17 Notebook</li> <li>2.18 Record book</li> <li>2.19 White/Black board</li> <li>2.20 Crayons</li> <li>2.21 Reference Materials</li> </ol>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Demonstration</li> <li>3.3 Oral examination</li> </ol>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : HANDLE FINANCES**

**UNIT CODE : AFF243303**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required for the individual farmer to prepare budget plan, apply budget plan and invest farm income.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Prepare budget plan	1.1 Farm Cost are computed based on <b><i>farm activities</i></b> 1.2 <b><i>Financial Service Providers</i></b> are identified based on requirement 1.3 Sources of Financial Services are selected based on requirement 1.4 Details of budget plan are compiled	<ul style="list-style-type: none"> <li>• Budget Plan</li> <li>• Computation of farm budget</li> <li>• Different Financial Service Providers</li> <li>• Criteria in selecting Financial Service Providers</li> <li>• Simple Analysis</li> <li>• Compilation of details of budget plan</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Patient</li> <li>• Hardworking</li> <li>• Detail Oriented</li> <li>• Cost-efficient</li> <li>• Resourceful</li> </ul>	<ul style="list-style-type: none"> <li>• Computing farm cost</li> <li>• Identifying Financial Service Providers</li> <li>• Selecting Financial Service Providers</li> <li>• Compiling details of budget plan</li> </ul>
2. Apply budget plan	2.1 Membership requirements in an organization is complied based on standard procedures 2.2 <b><i>Loan application documents and requirements</i></b> are submitted based on industry procedures 2.3 Financing is availed based on farm plan schedule 2.3 Financial obligations are settled based on budget allocation	<ul style="list-style-type: none"> <li>• Membership requirements in an organization</li> <li>• Loan process and payment</li> <li>• Payment of financial obligation</li> <li>• Financing terms and conditions</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Hardworking</li> <li>• Disciplined</li> <li>• Diligent</li> <li>• Accuracy</li> <li>• Diplomatic</li> <li>• Appreciative</li> <li>• Business minded</li> <li>• Detail Oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Complying with membership requirements</li> <li>• Filling-up of required forms</li> <li>• Submitting of basic loan requirement</li> <li>• Communication skills</li> <li>• Settling loan amortization and other financial obligations</li> </ul>



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
3. Invest farm income	3.1 <b>Saving</b> is practiced following budget plan 3.2 Assets are acquired 3.3 Farm expansion and diversification is funded following budget plan	<ul style="list-style-type: none"> <li>• Computation of net income, dividend, patronage refund, and interest on savings</li> <li>• Investment options</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Calculated risk taker</li> <li>• Disciplined</li> <li>• Cost-efficient</li> <li>• Business minded</li> </ul>	<ul style="list-style-type: none"> <li>• Saving money regularly</li> <li>• Acquiring additional assets</li> <li>• Investing in farm expansion and diversification</li> <li>• Maximizing use of resources</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Farm activities	Farm activities may include but not limited to: 1.1. Land preparation 1.2. Fertilizer Application 1.3. Planting 1.4. Weeding 1.5. Pest management 1.6. Harvesting 1.7. Post-harvest
2. Financial service providers	Financial service providers may include but not limited to: 2.1. Retailers 2.1.1 Rural Financial Institutions (i.e. rural banks, cooperatives, NGOs) 2.2. Business development service providers 2.2.2 trucking service - warehousing service
3. Loan application documents and requirements	Loan application documents and requirements may include but not limited to: 3.1. Farm Production Plan 3.2. Supply plan 3.3. Barangay clearance or certification 3.4. Proof of billing
4. Savings	Savings may include: 4.1. Compulsory (CBU) 4.2. Voluntary (deposits)
5. Assets	Assets may include: 5.1. Farm land 5.2. Farm machineries 5.3. Farm inputs or implements

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared budget plan specifically the allocation of funds to farm activities</li> <li>1.2 Applied budget plan in terms of sourcing of financial support and settlement of financial obligations</li> <li>1.3 Invested farm income either through savings, asset acquisition, or farm business expansion and diversification</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Simulated workplace</li> <li>2.2 Calculator</li> <li>2.3 Phone Camera</li> <li>2.4 Portable Speaker with microphone</li> <li>2.5 Scissor</li> <li>2.6 Pens (permanent &amp; white board)/Chalk</li> <li>2.7 Pencils</li> <li>2.8 Ballpens</li> <li>2.9 Flip charts</li> <li>2.10 Manila paper</li> <li>2.11 Cartolina</li> <li>2.12 Bond paper</li> <li>2.13 Stapler</li> <li>2.14 Staple wire</li> <li>2.15 Puncher</li> <li>2.16 Masking tape</li> <li>2.17 Notebook</li> <li>2.18 Record book</li> <li>2.19 White/Black board</li> <li>2.20 Crayons</li> <li>2.21 Reference Materials</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Examination</li> <li>3.2 Demonstration</li> <li>3.3 Oral Questioning</li> <li>3.3 Interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : MARKET PRODUCE**

**UNIT CODE : AFF243304**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of farm owner/agro-entrepreneur to monitor prevailing price of produce, apply marketing strategies and trade produce.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Monitor prevailing price of produce	1.1 Major <b>buyers</b> and trading centers of the produce is determined according to industry practice 1.2 Information on <b>price</b> is gathered following industry standard procedure 1.3 Price information is recorded following industry standard procedure	<ul style="list-style-type: none"> <li>• Types of buyers and trading centers</li> <li>• Criteria in determining major buyers</li> <li>• Supply and demand in relation to price movements</li> <li>• Sources of price information</li> <li>• Methods to monitor prices</li> <li>• Procedures in recording price information</li> </ul>	<ul style="list-style-type: none"> <li>• Determining major buyers and trading centers</li> <li>• Gathering price information</li> <li>• Recording price information</li> <li>• Coordinating skills</li> <li>• Monitoring skills</li> <li>• Communication skills</li> </ul>
2. Apply marketing strategies	2.1 <b>Collected information</b> is used in strategizing to optimise sales and profit according to standard marketing procedure 2.2 <b>Value adding activities</b> are applied to increase sales and profit based on market plan 2.3 Services of <b>Business development service (BDS)</b> providers are identified based on industry practices 2.4 Consolidation of produce and group marketing is done following industry practices.	<ul style="list-style-type: none"> <li>• Types of collected information</li> <li>• Market strategizing</li> <li>• Computation on sales, cost and profit</li> <li>• Value addition</li> <li>• Kinds of Business service providers</li> <li>• Advantages and benefits in group marketing</li> <li>• Types of collaboration through coops, associations, informal clusters</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Team work</li> <li>• Work oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Using collected information in market strategizing</li> <li>• Applying value adding activities</li> <li>• Identifying services of business development service (BDS) providers</li> <li>• Conducting consolidation activities</li> <li>• Coordinating skills</li> <li>• Computation skills</li> <li>• Record keeping</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		<ul style="list-style-type: none"> <li>• Cooperative</li> <li>• Committed</li> <li>• Open minded</li> </ul>	
3. Sell produce	<p>3.1 Negotiation with buyers and <b>business development service</b> providers are performed according to industry practice</p> <p>3.2 Sales terms and conditions are established and agreed following marketing practices</p> <p>3.3 Produce for selling is prepared according to market requirements</p> <p>3.4 Produce are delivered to buyers based on agreement</p> <p>3.5 Marketing operation is assessed based on marketing practices</p> <p>3.6 <b>Details of marketing transaction</b> are recorded and kept as reference following industry practice</p>	<ul style="list-style-type: none"> <li>• Market negotiation</li> <li>• Marketing arrangements</li> <li>• Preparation of produce</li> <li>• Product delivery process with quality handling and traceability</li> <li>• Computation of sales, cost and profit</li> <li>• Record keeping of details of marketing transaction</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Team work</li> <li>• Work oriented</li> <li>• Disciplined</li> <li>• Cooperative</li> <li>• Committed</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation skills</li> <li>• Computation skills</li> <li>• Establishing sales terms and conditions</li> <li>• Preparing produce</li> <li>• Handling of product</li> <li>• Consolidating and selling of products</li> <li>• Recording of Details of marketing transaction</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Buyers	Buyers may include but not limited to: 1.1 Processor or Manufacturer 1.2 Supermarket 1.3 Local traders 1.4 Trading centers 1.5 Public market 1.6 Wholesaler 1.7 Retailer
2. Price	Price includes: 2.1. Farmgate 2.2. Price at the trading centers 2.3. Local market
3. Collected information	Collected information may include but not limited to: 3.1. Buyers 3.2. Value adding activities 3.3. Price 3.4. Volume 3.5. Quality 3.6. Terms of payment 3.7. Mode of delivery 3.8. Time
4. Value adding activities	Value adding activities may include but not limited to: 4.1. Processing 4.2. Packaging 4.3. Sorting 4.4. Cleaning, 4.5. Peeling, 4.6. Standard on size, length, and weight
5. Business development service (BDS)	Business development service (BDS) may include but not limited to: 5.1. Trucking 5.2. Warehousing 5.3. Training 5.4. Pre & post-harvest facilities 5.5. Cold storage provider 5.6. Packaging provider
6. Details of marketing transaction	Details of marketing transaction may include but not limited to: 6.1. Product deliveries 6.2. Sales 6.3. Costs 6.4. Profit

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Monitored prevailing price of produce</li> <li>1.2 Applied marketing strategies</li> <li>1.3 Sold produce</li> <li>1.4 Negotiated with buyers and business development services (BDS) providers</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Simulated workplace</li> <li>2.2 Calculator</li> <li>2.3 Phone Camera</li> <li>2.4 Portable Speaker with microphone</li> <li>2.5 Scissor</li> <li>2.6 Pens (permanent &amp; white board)/Chalk</li> <li>2.7 Pencils</li> <li>2.8 Ballpens</li> <li>2.9 Flip charts Manila paper</li> <li>2.10 Cartolina</li> <li>2.11 Bond paper</li> <li>2.12 Stapler</li> <li>2.13 Staple wire</li> <li>2.14 Puncher</li> <li>2.15 Masking tape</li> <li>2.16 Notebook</li> <li>2.17 Record book</li> <li>2.18 White/Black board</li> <li>2.19 Crayons</li> <li>2.20 Reference Materials</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Oral questioning</li> <li>3.3 Demonstration</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

### SECTION 3. TRAINING STANDARDS

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

#### 3.1 CURRICULUM DESIGN

Course Title: **AGROENTREPRENEURSHIP**      **NC Level**    **NC II**

**Nominal Training Duration:**    20hrs–Basic Competencies  
   75hrs– Common Competencies  
   144hrs– Core Competencies  
   -----  
   239hrs – Total

Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills of marketing and production coordinator. It includes competencies in assessing market opportunities, establishing farm production plan, handling finances and marketing produce.



**BASIC COMPETENCIES**  
**20 Hours**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Participate in workplace communication	1.1 Obtain and convey workplace information	<ul style="list-style-type: none"> <li>• Describe Organizational policies</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	4 Hours
		<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Effective communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Written communication</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Communication procedures and systems</li> </ul>			
		<ul style="list-style-type: none"> <li>• Identify:               <ul style="list-style-type: none"> <li>○ Different modes of communication</li> </ul> </li> </ul>			
		<ul style="list-style-type: none"> <li>○ Medium of communication</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Flow of communication</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Available technology relevant to the enterprise and the individual's work responsibilities</li> </ul>			
		<ul style="list-style-type: none"> <li>• Prepare different Types of question</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
<ul style="list-style-type: none"> <li>• Gather different sources of information</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Apply storage system in establishing workplace information</li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate Telephone courtesy</li> </ul>			
	1.2 Complete relevant work related documents	<ul style="list-style-type: none"> <li>Describe Communication procedures and systems</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Meeting protocols</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Nature of workplace meetings</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Workplace interactions</li> </ul>			
		<ul style="list-style-type: none"> <li>Barriers of communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Complete work related documents</li> </ul>			
		<ul style="list-style-type: none"> <li>Read instructions on work related forms/documents</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice: <ul style="list-style-type: none"> <li>Estimate, calculate and record routine workplace measures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Basic mathematical processes of addition, subtraction, division and multiplication</li> </ul>			
		<ul style="list-style-type: none"> <li>● Demonstrate office activities in:               <ul style="list-style-type: none"> <li>○ workplace meetings and discussions scenario</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Role play</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> <li>● Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Perform workplace duties scenario following simple written notices</li> </ul>	<ul style="list-style-type: none"> <li>● Role play</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> <li>● Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Follow simple spoken language</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Identify the different Non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> </ul>	<ul style="list-style-type: none"> <li>● Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>● Demonstrate ability to relate to people of social range in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Gather and provide information in response to workplace requirements</li> </ul>			
		<ul style="list-style-type: none"> <li>● Identify:               <ul style="list-style-type: none"> <li>○ types of workplace documents and forms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> </ul>	<ul style="list-style-type: none"> <li>● Written examination</li> </ul>	
1.3 Participate in workplace meeting and discussion					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ kinds of workplace report</li> <li>○ Available technology relevant to the enterprise and the individual's work responsibilities</li> <li>● Read and follow instructions in applying basic mathematical concepts</li> <li>● Follow simple spoken language</li> <li>● Demonstrate ability to relate to people of social range in the workplace</li> <li>● Gather and provide information in response to workplace requirements</li> </ul>			
			<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Observation</li> </ul>	
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team.	<ul style="list-style-type: none"> <li>● Describe the team role and scope</li> <li>● Read <ul style="list-style-type: none"> <li>○ Definition of Team</li> <li>○ Difference between team and group</li> <li>○ Objectives and goals of team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Lecture</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> <li>● Written examination</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Identify different sources of information</li> </ul>			
	2.2 Describe work as a team	<ul style="list-style-type: none"> <li>Describe team goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform in setting team goals and expectations scenario</li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Identify               <ul style="list-style-type: none"> <li>individual role and responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice Interacting effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Read:               <ul style="list-style-type: none"> <li>Fundamental rights at work including gender sensitivity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Understanding individual competencies relative to teamwork</li> </ul>			
		<ul style="list-style-type: none"> <li>Types of individuals</li> </ul>			
		<ul style="list-style-type: none"> <li>Role of leaders</li> </ul>			
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals	<ul style="list-style-type: none"> <li>Describe performance evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	6 Hours
		<ul style="list-style-type: none"> <li>Read:               <ul style="list-style-type: none"> <li>Work values and ethics (Code of Conduct, Code of Ethics, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration		
		○ Understanding personal objectives					
		○ Understanding organizational goals					
		• Demonstrate Intra and Interpersonal skills at work				• Demonstration	• Observation
		• Demonstrate personal commitment in work					
	3.2 Set and meet work priorities	• Describe company policies, operations, procedures and standards	• Group discussion	• Oral evaluation			
		• Read:	• Lecture	• Written examination			
		○ Time Management					
		○ Basic strategic planning concepts					
		○ Resource utilization and management	• Demonstration	• Observation			
		• Apply managing goals and time					
• Practice:		• Demonstration	• Observation				
○ economic use of resources and facilities							
○ time management							
3.3 Maintain professional growth and development	• Describe company recognition and incentives	• Group discussion	• Oral evaluation				

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Career development opportunities</li> <li>○ Information on relevant licenses and or certifications</li> <li>○ personal career development needs</li> </ul> </li> <li>• Identify career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Determine personal career development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
4. Practice occupational health and safety	4.1 Identify hazard and risks	<ul style="list-style-type: none"> <li>• Describe OSH procedures, practices and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	6 Hours
		<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ OSH indicators</li> <li>○ Organizational contingency practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
	4.2 Evaluate hazard and risks	<ul style="list-style-type: none"> <li>• Practice hazards/risks identification and control</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Describe effects of safety hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Threshold Limit Value –TLV</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Practice reporting safety hazards	• Role play	• Observation	
		• Demonstrate evaluating hazards and risks using communication equipment	• Demonstration	• Observation	
	4.3 Control hazards and risks	• Describe : ○ Organization safety and health protocol	• Group discussion	• Oral evaluation	
		○ Company emergency procedure practices			
		• Practice personal hygiene	• Demonstration	• Observation	
		• Practice drills on responding to emergency	• Demonstration • Simulation	• Observation	
	4.4 Maintain occupational health and safety awareness	• Identify emergency-related drills information	• Lecture	• Written examination	
		• Practice occupational safety and health standards on personal records in the workplace	• Role play	• Observation	
		• Practice emergency related drills in the workplace	• Demonstration • Simulation	• Observation	



**COMMON COMPETENCIES**  
**75 HRS**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
1. Apply safety measures in farm operations	1.1 Determine areas of concern for safety measures	<ul style="list-style-type: none"> <li>• Identify work tasks in farm operations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Incomplete worksheet</li> <li>• Power point presentation</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Discuss safety measures in a workplace during farm operations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Incomplete worksheet</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Explain farm operations situations and period when to observe safety</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Incomplete worksheet</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify appropriate tools, materials and outfits to be used</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Incomplete worksheet</li> <li>• Power point presentation</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>• Prepare tools, materials and outfits for the farm operation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	2 hrs
	1.2 Apply appropriate safety measures	<ul style="list-style-type: none"> <li>• Enumerate uses and functions of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Explain procedures of wearing personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss topics on effectivity, shelf life and expirations of materials to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Identify the emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>•</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>• Identify hazards in a farm workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>• Use tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	2 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Hands-on</li> </ul>		
		<ul style="list-style-type: none"> <li>• Wear personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	0.5 hr
		<ul style="list-style-type: none"> <li>• Prepare report on hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Report on hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	0.5 hr
	1.3 Safekeep/dispose of tools, materials and outfit	<ul style="list-style-type: none"> <li>• Explain cleaning and storing procedures of the used tools and outfit</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>		
		<ul style="list-style-type: none"> <li>• State labelling and storing procedures for unused materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Explain proper wastes disposal</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Clean and store used tools and outfit</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Label and store unused materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	
		<ul style="list-style-type: none"> <li>• Dispose waste materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
2. Perform estimation and basic calculation	2.1 Perform estimation	<ul style="list-style-type: none"> <li>• Identify job requirements and work task/activity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Identify materials and resources of job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Estimate time to complete work task/activity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	2 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Estimate quantities of materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Prepare and submit bill of materials</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	2 hrs
	2.2 Perform basic workplace calculation	<ul style="list-style-type: none"> <li>Describe different types of calculation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Discuss different methods of calculation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Describe system and unit of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Compute quantity of feeds, amount of fertilizer and amount of medicines using methods of calculation, system of measurement and units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	4 hrs
	3. Provide quality customer service	3.1 Update knowledge of products and services	<ul style="list-style-type: none"> <li>Identify products and/or services to be marketed</li> <li>Access information on programs</li> <li>Update knowledge on products, services and programs</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> <li>Role-play</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Assertion and reason</li> </ul>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Prepare additional information on products, services and programs</li> </ul>			
	3.2 Assess needs of new and existing clients	<ul style="list-style-type: none"> <li>• Gather information from clients</li> <li>• Conduct orientation on products/services, program and policies</li> <li>• Identify related or applicable needs of clients</li> <li>• Provide clients with courteous and professional treatment</li> <li>• Respond inquiries, concerns and comments promptly and accurately</li> <li>• Record gathered information from clients</li> </ul>	<ul style="list-style-type: none"> <li>• Self-pace/modular</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Case study</li> <li>• Role-play</li> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Assertion and reason</li> </ul>	
	3.3 Conduct client satisfaction survey	<ul style="list-style-type: none"> <li>• Administer client satisfaction survey</li> <li>• Collate and analyze survey results</li> <li>• Define positive and negative results</li> <li>• Apply appropriate communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Self-pace/modular</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Case study</li> <li>• Role-play</li> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written examination</li> <li>• Practical demonstration</li> </ul>	



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Address negative feedbacks</li> </ul>			
4. Comply with quality and ethical standards	4.1 Assess quality of received materials	<ul style="list-style-type: none"> <li>Carry out work instruction</li> <li>Check received materials</li> <li>Identify, report and isolate defective materials</li> <li>Repair/replace defective materials</li> <li>Record and report materials' defects and any identified causes of defects</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Role-play</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration of practical skills</li> <li>Assertion &amp; reason</li> </ul>	18 hours
	4.2 Assess own work/output	<ul style="list-style-type: none"> <li>Use documentation relative to quality</li> <li>Check completed work</li> <li>Identify defects of work/output</li> <li>Correct defects of work/output</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> <li>Role-play</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration of practical skills</li> <li>Assertion &amp; reason</li> <li>Case study/ records</li> </ul>	
	4.3 Submit oneself to third party assessment	<ul style="list-style-type: none"> <li>Record information on quality and other indicators of performance</li> <li>Document and report deviations from specific</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration of practical skills</li> <li>Assertion &amp; reason</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		quality standards and its causes <ul style="list-style-type: none"> <li>• Prepare written report of objections/ disagreements, and reasons</li> <li>• Identify appropriate settlements</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Case study/records</li> <li>• Performance evaluation report</li> </ul>	
	4.4 Engage in quality improvement	<ul style="list-style-type: none"> <li>• Participate in the improvement of process' procedures</li> <li>• Carry out improved process procedures</li> <li>• Discuss ethical standards</li> <li>• Deliver services with ethical standards</li> <li>• Monitor quality service</li> <li>• Describe different methods of assessing client's needs</li> <li>• Assess client's needs</li> <li>• Facilitate orientation in understanding/ familiarization of products, services and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Self-pace/modular</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Case study</li> <li>• Role-play</li> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Demonstration of practical skills</li> <li>• Assertion &amp; reason</li> <li>• Case study/records</li> <li>• Interviews</li> </ul>	

**CORE COMPETENCIES**  
**144 Hours**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Assess market opportunities	1.1 Conduct market visits	<ul style="list-style-type: none"> <li>• Explain the basic concept of marketing, market chain and flow of products, and kinds of buyers</li> <li>• Draw the market map from farmer to buyers/consumers showing the product flow</li> <li>• Explain methods of data gathering</li> <li>• Discuss the interview questions and tips in conducting the interview</li> <li>• Explain the basis for choosing buyers to engage based on interview results</li> <li>• Identify buyers</li> <li>• Interview buyers</li> <li>• Choose buyers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visual presentation</li> <li>• Audio/Video presentation</li> <li>• Exercises</li> <li>• Field visit (bring sample products)</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	<b>Total: 40 hours</b> <b>C: 12 hrs</b> <b>F: 28 hrs</b>
	1.2 Determine value adding activities	<ul style="list-style-type: none"> <li>• Explain marketing concepts to include supply and demand, product flow, and value addition</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss various marketing arrangements with buyers that involve value adding activities</li> <li>• Explain marketing projections of sales, costs and profit</li> <li>• Explain the process of deciding on value adding activities to perform based on marketing projections of cost and profit</li> <li>• determine flow of produce from farm to selected buyer</li> <li>• identify value adding activities</li> <li>• compute comparative prices and costs of value adding activities</li> <li>• select value adding activities</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises</li> <li>• Field visit</li> </ul>		
	1.3 Prepare market plan	<ul style="list-style-type: none"> <li>• Explain the importance of having a marketing objective</li> <li>• Discuss how to make a marketing objective</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Hands-on</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Determine/ Identify the steps necessary to successfully deliver the product from the farm to the selected buyers</li> <li>• Discuss the process in computing the financial targets of marketing profit</li> <li>• Prepare marketing objective</li> <li>• Establish steps in the delivery of the product to selected buyers</li> <li>• Estimate targeted sales, costs and marketing profit</li> <li>• Compile details of marketing plan</li> <li>• Discuss market risks</li> <li>• Explain contingency plan</li> <li>• Formulate contingency plan</li> </ul>			
2. Establish farm production plan	2.1 Review farm production plan	<ul style="list-style-type: none"> <li>• Explain the Basic farm assessment guide</li> <li>• Discuss the basic data gathering procedures</li> <li>• Explain the importance of gathering feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Exercises</li> <li>• Field visit</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Questioning</li> <li>• Demonstration</li> <li>• Written Exam</li> </ul>	<b>Total = 32 hours</b> <b>C: 8 hrs</b> <b>F: 24 hrs</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Enumerate and explain types of record</li> <li>• Importance of record keeping</li> <li>• Practice record keeping</li> <li>• Monitor Farm Production Performance</li> <li>• Gather information and feedback</li> <li>• Utilize Farm records</li> <li>• Enumerate types of farm records</li> <li>• Enumerate type of Diversification</li> <li>• Discuss the advantages of farm product diversification</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>		
	2.2 Prepare farm production plan	<ul style="list-style-type: none"> <li>• Discuss the different farm production requirements</li> <li>• Discuss farm production activities and how to compute cost.</li> <li>• Discuss computation of Cost and Return and its importance</li> <li>• Discuss cropping season/ duration per farm product</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Audio/ Video Presentation</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Field visit</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Exam</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss Target setting</li> <li>• Discuss farm product options appropriate to different areas</li> <li>• Discuss different production risk and preventive measures/ solutions</li> <li>• Determine reference of suppliers and providers</li> <li>• Identify Farm production requirements</li> <li>• Discuss Production module concept</li> <li>• Determine Farm Production activities and cost</li> <li>• Compute volume of harvest</li> <li>• Formulated contingency plan</li> <li>• Prepare criteria of suppliers and providers</li> <li>• Select suppliers and providers</li> </ul>			
	2.3 Improve farm production plan	<ul style="list-style-type: none"> <li>• Explain adjustment procedures on:               <ul style="list-style-type: none"> <li>- farm production activities and costing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Exam</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- product diversification</li> <li>- projected volume target</li> <li>- applying corrective measures</li> <li>• Adjust Farm production activities and costing</li> <li>• Adjust projected volume</li> <li>• Adjust corrective measures in the plan</li> <li>• Select improvements</li> <li>• Adjust improvements in the plan</li> </ul>			
3. Handle finances	3.1 Prepare budget plan	<ul style="list-style-type: none"> <li>• Explain budget plan</li> <li>• Enumerate and discuss types of financial services</li> <li>• Discuss criteria in selecting financial service providers</li> <li>• Compute farm costs</li> <li>• Identify and select financial service providers</li> <li>• Compile details of budget plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audio/ Video Presentation</li> <li>• Hands-on</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Oral Question</li> <li>• Written Exam</li> </ul>	<b>Total = 24 hours</b>  <b>C: 8 hrs</b> <b>F: 16hrs</b>
	3.2 Apply budget plan	<ul style="list-style-type: none"> <li>• Enumerate and discuss types of Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Exam</li> <li>• Written exam</li> <li>• Demonstration</li> </ul>	



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss membership procedures</li> <li>• Discuss procedure on securing loan</li> <li>• Enumerate loan documents and requirement</li> <li>• Discuss financing terms and conditions of different financial service providers</li> <li>• Comply membership requirements in an organization</li> <li>• Submit loan requirements</li> <li>• List down financial obligations and their schedules</li> <li>• Settle loan amortization and other financial obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Audio/Video Presentation</li> <li>• Exercises</li> <li>• Role play</li> <li>• Hands-on</li> </ul>		
	3.3 Invest farm income	<ul style="list-style-type: none"> <li>• Discuss the concept of net income, dividend, patronage refund, and interest on savings</li> <li>• Enumerate possible areas of investments</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Exam</li> <li>• Written Exam</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the procedures in saving, asset acquisition and farm business expansion or diversification</li> </ul>			
4. Market Produce	4.1 Monitor prevailing price of produce	<ul style="list-style-type: none"> <li>• Discuss different types of buyers and trading centers</li> <li>• Explain monitoring and its value in market negotiation with buyers</li> <li>• Explain the sources of price information</li> <li>• Discuss the methods in gathering price information</li> <li>• Explain record keeping of price information</li> <li>• Determine major buyers and trading centers of the produce</li> <li>• Gather information on price</li> <li>• Record price information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Exercises</li> <li>• Hands-on</li> <li>• Field visit</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	<b>Total = 48 hrs</b>  <b>C: 16hrs</b> <b>F: 32hrs</b>
	4.2 Apply marketing strategies	<ul style="list-style-type: none"> <li>• Enumerate different types of information</li> <li>• Discuss the importance of marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Exercises</li> <li>• Field visit</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		to attain the marketing objective <ul style="list-style-type: none"> <li>• Discuss the application of value adding activities</li> <li>• Explain the role and function of business service providers for sustained marketing</li> <li>• Discuss product consolidation and group marketing</li> <li>• Present examples of farmer collaboration in marketing the products</li> <li>• Use collected information in market strategizing</li> <li>• Apply value adding activities</li> <li>• Identify services of business development service (BDS) providers</li> <li>• Demonstrate (<i>Explain</i>) consolidation of produce and group marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> </ul>		
	4.3 Sell produce	<ul style="list-style-type: none"> <li>• Explain market negotiation</li> <li>• Discuss the kinds of marketing arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Exercises</li> <li>• Field visit</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstrate</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss preparation of produce for selling</li> <li>• Explain product quality, handling and traceability in selling the produce</li> <li>• Explain recordkeeping of details of marketing transaction</li> <li>• Negotiate with buyers and business development service providers</li> <li>• Establish sales terms and conditions</li> <li>• Prepare produce for selling</li> <li>• Deliver produce to buyers</li> <li>• Sell the consolidated products</li> <li>• Record and keep details of marketing transaction</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing</li> <li>• Presentation</li> <li>• Audio/Video Presentation</li> </ul>		

## 3.2 TRAINING DELIVERY

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

### **2.1 School/Institution- Based:**

- Dual Training System (DTS) / Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components.
  
- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.
  
- Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

## 2.2 Enterprise-Based:

Enterprise-based training may also be taken to mean a school or training center with one or more partner enterprise or an enterprise or group of enterprises setting up a common training facility or partnering with a school or training center.

- **Enterprise-based Training** - where training is implemented within the organization/institution in accordance with the requirements of the specific organization/institution.

**Community-Based** –refers to a short program conducted or coordinated by NGOs, LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs are usually conducted in informal settings such as barangay hall, basketball courts and other available venues in a community.

**Peer teaching/mentoring** is a training modality wherein fast learners are given the opportunity to assist the slow learners.

### 3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to gain entry into this course should possess the following requirements:

- Able to read and write;
- Able to communicate, both orally and in writing; and
- Basic mathematical skills

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### AGROENTREPRENEURSHIP NC II

Recommended list of tools, equipment and materials for the training of 25 trainees for Agroentrepreneurship NC II

TOOLS		EQUIPMENT		MATERIALS	
QTY.		QTY		QTY.	
<b>ASSESS MARKET OPPORTUNITIES</b>					
1 pair	Scissor	1 set	Portable speaker with microphone	10pcs	Marking pen (permanent)
1 pc	Stapler	1 unit	camera phone	10pcs	Marking pen (white board)/ chalk
1	Puncher	1 unit	White / Black Board	25 pcs	Ballpen
				25 pcs	Pencil
5	Calculators			25 pcs	Notebook
				5 pcs	Masking tape (1 inch)
				1 roll	Flipchart
				100 pcs	Manila paper
				25 pcs	Cartolina
				1 pc	Record book
				2 reams	Bond paper
				1 box	Staple wire
				5 pcs	Reference materials (manual, guide book)
				5 boxes	Crayons (8 pcs/box)
<b>ESTABLISH FARM PRODUCTION PLAN</b>					
1 pair	Scissor			10 pcs	Marking pen (permanent)
1 pc	Stapler			10pcs	Marking pen (white board)/ chalk
1	Puncher			25 pcs	Ballpen

				25 pcs	Pencil
5	Calculators	1 set	Portable-speaker and microphone	25 pcs	Notebook
		1 unit	camera phone	5 pcs	Masking tape (1 inch)
		1 unit	White / Black Board	1 roll	Flipchart
				100 pcs	Manila paper
				25 pcs	Cartolina
				1 pc	Record book
				2 reams	Bond paper
				1 box	Staple wire
				5 pcs	Reference materials (manual, guide book)
				5 boxes	Crayons (8 pcs/box)
<b>HANDLE FINANCES</b>					
1 pair	Scissor	1 set	Portable-speaker and microphone	10pcs	Marking pen (permanent)
1 pc	Stapler	1 unit	camera phone	10pcs	Marking pen (white board)/ chalk
1	Puncher	1 unit	White / Black Board	25 pcs	Ballpen
				25 pcs	Pencil
5	Calculators			25 pcs	Notebook
				5 pcs	Masking tape (1 inch)
				1 roll	Flipchart
				100 pcs	Manila paper
				25 pcs	Cartolina
				1 pc	Record book
				2 reams	Bond paper
				1 box	Staple wire
				5 pcs	Reference materials (manual, guide book)
				5 boxes	Crayons (8 pcs/box)
<b>MARKET PRODUCE</b>					
1 pair	Scissor	1 set	Portable-speaker and microphone	10pcs	Marking pen (permanent)
1 pc	Stapler	1 unit	Camera phone	10pcs	Marking pen (white board)/ chalk
1	Puncher	1 unit	White/ Black Board	25 pcs	Ballpen
				25 pcs	Pencil



5	Calculators			25 pcs	Notebook
				5 pcs	Masking tape (1 inch)
				1 roll	Flipchart
				100 pcs	Manila paper
				25 pcs	Cartolina
				1 pc	Record book
				2 reams	Bond paper
				1 box	Staple wire
				5 pcs	Reference materials (manual, guide book)
				5 boxes	Crayons (8 pcs/box)

### 3.5 TRAINING FACILITIES

#### AGROENTREPRENEURSHIP NC II

Based on a class size of 25 students/trainees

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. METERS
<b>A. Building (permanent)</b>				<b>125.00</b>
<ul style="list-style-type: none"> <li>Student/Trainee Lecture Area</li> </ul>	2.00 x 1.00 per student/trainee	2.00 per student	50.00	
<ul style="list-style-type: none"> <li>Learning Resource Center</li> </ul>	3.00 x 5.00	15.00	15.00	
<ul style="list-style-type: none"> <li>Activity Room including facilities: <ul style="list-style-type: none"> <li>- wash room</li> <li>- store room</li> <li>- rest room (male, female &amp; PWD)</li> </ul> </li> </ul>	2 x 1 4 x 4 3 x 4		2.00 16.00 12.00	
<b>B. Demo Area*</b>				<b>500.00</b>
		<b>TOTAL:</b>		<b>625.00</b>

Note: \* Access to and use of equipment/facilities can be provided through cooperative arrangements of MOA with other partner enterprises/organizations/institutions.

### **3.6 TRAINER'S QUALIFICATIONS FOR AGRICULTURE SECTOR**

Trainers who will deliver the training on **AGROENTREPRENEURSHIP NC II** should have the following:

- Must be a holder of NTTC I (NC + TM1) in Agroentrepreneurship NC II and
- Must have at least 2 years job/industry experience for the last five (5) years

### **3.7 INSTITUTIONAL ASSESSMENT**

Institutional assessment is undertaken by trainees to determine their achievement of units of competency . A certificate of achievement is issued for each unit of competency.

## SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

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

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 To attain the National Qualification of **AGROENTREPRENEURSHIP NC II**, the candidate must demonstrate competence through a project-type assessment covering in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

<b>BASIC COMPETENCIES</b>
Participate in workplace communication
Work in team environment
Practice career professionalism
Practice occupational health and safety procedures
<b>COMMON COMPETENCIES</b>
Apply Safety Measures in Farm Operations
Perform Estimation and Basic Calculation
Provide Quality Customer Service
Comply with Quality and Ethical Standards
<b>CORE COMPETENCIES</b>
Assess Market Opportunities
Establish Farm Production Plan
Handle Finances
Market Produce

- 4.1.2 The Qualification of AGROENTREPRENEURSHIP NCII may also be acquired through the accumulation of Certificates of Competency (COC's) in the following units of competency.

#### **COC 1. CONDUCT MARKETING ACTIVITIES**

- Assess Market Opportunities
- Market Produce

#### **COC 2. PREPARE FARM PLAN AND BUDGET**

- Establish Farm Production Plan
- Handle Finances

- 4.1.3 Upon accumulation and submission of all COCs acquired, an individual shall be issued the corresponding National Certificate
- 4.1.4 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.5 The following are qualified to apply for assessment and certification:
  - a. Graduating students/ trainees of WTR-registered programs or graduates of NTR programs related to agro-entrepreneurship or graduate of enterprise-based training programs or
  - b. At least two (2) years work experience in implementing Agroenterprise development or any related field (wage employed or self-employed)
- 4.1.6 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency.
- 4.1.7 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:
  - a. entry requirements for candidates
  - b. evidence gathering methods
  - c. qualification requirements of competency assessors
  - d. specific assessment and certification arrangements as by industry.

## **4.2 COMPETENCY ASSESSMENT REQUISITE**

- 4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.  
This document can:
  - a. Identify the candidate's skills and knowledge
  - b. Highlight gaps in candidate's skills and knowledge
  - c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
  - d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior
- 4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they

are authorized by TESDA to manage the assessment for National Certification.

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

**Supermarket of Competencies  
AGRICULTURE, FORESTRY AND FISHERY SECTOR**

**BASICCOMPETENCIES**

- Participate in workplace communication
- Work in a team environment
- Practice career professionalism
- Practice occupational health and safety procedures

**COMMON COMPETENCIES**

- Apply Safety Measures in Farm Operations
- Perform Estimation and Basic Calculation
- Provide Quality Customer Service
- Comply with Quality and Ethical Standards

**CORE COM PETENCIES**

- Assess Market Opportunities
- Establish Farm Production Plan
- Handle Finances
- Market Produce

## DEFINITION OF TERMS

- 1. Agroenterprise** Refers to the business of organized farmers that actively work with market actors, having relationships with buyers of their products and business service providers that support the movement of their products in the market chain at a profit.
- 2. Budget Plan** Document which covers the farm activities with corresponding cost and a plan where to source and allocate the funds.
- 3. Business Development Service Providers** support the market chain to function but they do not directly handle the product. This includes micro-credit providers, transportation providers, market information service, trainings, transportation services, warehouse and cold storage facilities providers, pre-postharvest facilities providers and input suppliers.
- 4. Buyer/ traditional local buyer** A person who makes a purchase;  
Have no formal arrangements with farmers before buying their product;  
  
Take part in spot trading – prices change daily or hourly based on supply and demand;  
  
Are accessible to farmers in rural areas.  
  
a party which acquires, or agrees to acquire, ownership (in case of goods), or benefit or usage (in case of services), in exchange for money or other consideration under a contract of sale. This includes but not limited to processor or manufacturer, supermarket, local traders, trading centers, public market, wholesaler, retailer.
- 5. Classroom Training** This type of training is facilitated by an instructor either on-line or in a classroom setting. Instructor-led training allows for learners and instructors or facilitators to interact and discuss the training material, either individually or in a group setting.
- 6. Collected information** is the process of gathering of data on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes  
  
It is a systematic approach to gathering *data* from a variety of sources to get a complete and accurate picture of an area of interest.
- 7. Consolidators** A firm which groups together orders from different companies into one shipment

- 8. Contingency Plan** A contingency plan is a plan devised for an outcome other than in the usual (expected) plan. It is often used for risk management when an exceptional risk that, though unlikely, would have catastrophic consequences.
- Designed to take a possible future event or circumstance into account.
- 9. Contract risk** is the risk of contract default by the producer or the contractor.
- 10. Corrective measures** are the actions taken to prevent the recurrence of an event that caused the problem initially.
- 11. Criteria** a principle or standard by which something may be judged or decided.
- 12. Diversification** primarily involves a substitution of one crop or other agricultural product for another, or an increase in the number of enterprises, or activities, carried out by a particular farm.
- 13. Farm diversification/ expansion** A business decision for farmer to engage in more agricultural products in addition to the existing.
- A business decision for farmer to increase production capacity with implications to funding requirements in terms of farm inputs and land area
- 14. Farm gate price** the price for the sale of farm produce direct from the producer.
- 15. Farm Plan Schedule** Detailed period or time frame of farm production activities specifying the need for financing
- 16. Farm Production activities** are specific farm tasks to be undertaken in producing from components or raw materials.
- 17. Farm production plan** Encompasses all the details surrounding how your farm operation will produce products for market.
- 18. Farm production requirements** These are requirements used during crop production such as inputs, labor, farm machineries and equipment.
- 19. Farm records** are books used to record all farm events, happenings and operation on the farm.



- 20. Feedback** information about reactions to a product, a person's performance of a task, etc., used as a basis for improvement.
- 21. Field activities/ field work** practical work/activities conducted by a student/trainee in the natural environment, rather than in a room.
- 22. Financial Obligation** refers to an obligation to pay money to another party that may arise from borrowing funds or as a result of a legal compromise.
- 23. Financial Service Providers** institutions or individuals that extend financial assistance either in form of loans or grants intended for a specific purpose.
- 24. Industry Practice** A method, procedure, process, or rule employed or followed by a organization, group, niche in the pursuit of its objectives. It is a practice may also refer to these collectively.
- 25. Industry standard** Generally accepted requirements followed by the members of an industry.
- 26. Institutional buyers** Refers to a company or organization that purchases very large quantities of food.
- Have formal arrangements with farmers before buying their product. They negotiate on pricing-agreed before purchase.
- Are accessible to farmers that can pre-plan as part of formal arrangements, and sometimes supplier accreditation as well.
- 27. Local Market** Local market includes customers located within the region the product or service is produced or made available.
- 28. Market** is the place where people, and institutions buy and sell for their agents. A market can be organized as a physical market place where products are exchanged.
- 29. Marketing** is “the performance of business activities that direct the flow of goods and services from producers to consumers or users”. marketing - as “the development and efficient distribution of goods and services for chosen consumer segments”;
- is the series of activities involved in finding out what customers want and moving those products profitably from the point of production to the point of consumption (is the series of activities involved in finding out what customers want and moving those products profitably from the point of production to the point of consumption

- 30. Marketing strategy** An organization's strategy that combines all of its marketing goals into one comprehensive plan. A good marketing strategy should be drawn from market research and focus on the right product mix in order to achieve the maximum profit potential and sustain the business. The marketing strategy is the foundation of a marketing plan
- 31. Market Mapping** A study of various market conditions that is plotted on a map to identify trends and corresponding variables between the consumers and products.
- 32. Market Risks** Market risk is the risk of losses in positions arising from movements in market prices and calamities
- 33. Marketing Transaction** is a business strategy that focuses on single, "point of sale" transactions. The emphasis is on maximizing the efficiency and volume of individual sales rather than developing a relationship with the buyer.
- A strategy used in business targeting customers in making "one off" or point of sale transactions.
- Transactional marketing has the purpose of maximizing a business's sales efficiency by boosting the volume of individual sales instead of developing an ongoing relationship with the consumer.
- 34. Marketing arrangement** A contract or agreement whether written or verbal between producers and buyers
- 35. Marketing objective** Are goals set by a business when promoting its products or services to potential consumers that should be achieved within a given time frame
- 36. Marketing Operation** builds accountability, alignment, and agility. The marketing operations (MO) function has emerged due to the need for a more transparent, efficient, and accountable view of marketing.
- 37. Marketing plan** A marketing plan sets out how you are going to put your marketing strategy into practice;
- Product specific or market specific or company-wide plan that describes activities involved in achieving specific marketing objectives
- 38. Mode of delivery** by which a shipment is moved from point 'A' to point 'B', such as by air, rail, road, or sea.

- 39. Monitoring price** is the act of observing and checking the progress or quality of (something) over a period of time; and what happens to market prices in order to obtain useful knowledge and insights that may help decision makers, families or society at large in understanding
- 40. Negotiation** Bargaining (give and take) process between two or more parties (each with its own aims, needs, and viewpoints) seeking to discover a common ground and reach an agreement to settle a matter of mutual concern or resolve a conflict.
- 41. Practicum** a specialized field of study, that is designed to give students/trainees supervised practical application of a previously or concurrently studied theory.
- 42. Preference** a greater liking for one alternative over another or others.
- 43. Price** A value that will purchase a finite quantity, weight, or other measure of a good or service.  
  
It is the cost or value of a good or service expressed in monetary terms, the price you can pay: tuition for receiving an education, interest for receiving a loan, rent for living in a house or using a piece of equipment, salaries or wages for employing workers.
- 44. Processors** A person or entity that converts raw materials or semi-finished goods for another company
- 45. Produce** is a generalized term for a group of farm-produced crops and goods, including fruits and vegetables – meats, grains, oats, etc. are also sometimes considered produce.
- 46. Product liability risk** is the risk that a producer may be liable for any problems associated with the grain they have sold.
- 47. Production module** is a guide to create standardized units of production.
- 48. Production risks** any production related activity or event that is uncertain is a production risk
- 49. Projected volume** assumed quantity of produce to forecast sales. Factors considered are land area size, variety of seeds/ breed of livestock and production risk calculated for a particular cropping season.
- 50. Quality risk** is the risk of an unexpected quality level in the grain that affects the grain's value through discounts or reduced premiums.

- Quality risk also includes the risk of the grain being rejected by the buyer due to low quality or contamination.
- 51. Relationship risk** is the risk of adversely affecting relationships with buyers, suppliers, or other resource providers that are critical to the success of the farm operation.
- 52. Retailer** A businessman or person that sells goods to the consumer
- 53. Sales terms and conditions** General and special arrangements, provisions, requirements, rules, specifications, and standards that form an integral part of an agreement or contract.
- An agreement of sale constitutes the terms and conditions of sale of a property by the seller to the buyer. These terms and conditions include the amount at which it is to be sold and the future date of full payment.
- 54. Traders** In farming community, a person who comes in the barangay who buys products produce of the farmers.
- 55. Traders Agents** Middleman between the traders and farmers who sells his produce.
- 56. Value adding activities** Are any activities that add value to the customer and meet the three criteria for a Value Adding Activity. The three criteria for a Value Adding Activity are: The step transforms the item towards completion;
- Are activities that increase the value of a product along the market chain.
- It includes but not limited to processing, packaging, sorting, cleaning, peeling, standard on size, length of produce, weight.
- 57. Wholesaler** A person or firm that buys large quantity of goods from various producers or vendors, warehouse them, and resells to retailers.
- 58. Yield risk** is simply the risk of lower than expected production.

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