

# TRAINING REGULATIONS



## AGROENTREPRENEURSHIP NC IV

**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 NCIV**

### **Section 1 AGROENTREPRENEURSHIP NCIV QUALIFICATION**

The **AGROENTREPRENEURSHIP NCIV** Qualification consists of competencies that a person must achieve to capacitate farmers, facilitate engagement of the Agroenterprise stakeholders, mobilize Agroenterprise community and monitor and evaluate Agroenterprise activities.

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>
500311115	Utilize specialized communication skills
500311116	Develop teams and individuals
500311117	Apply problem solving techniques in the workplace
500311118	Collect, analyze and organize information
500311119	Plan and organize work
500311120	Promote environmental protection

<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>
AFF242301	Capacitate Farmers
AFF242302	Facilitate Engagement of the Agroenterprise Stakeholders
AFF242303	Mobilize Agroenterprise Community
AFF242304	Monitor and Evaluate Agroenterprise Activities

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

- Agroenterprise Facilitator

**SECTION 2**

**COMPETENCY STANDARDS**

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

**BASIC COMPETENCIES**

**UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS**

**UNIT CODE : 500311115**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate group of discussions, and contribute to the development of communication strategies.

<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. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization	<ul style="list-style-type: none"> <li>• Communication process</li> <li>• Dynamics of groups and different styles of group leadership</li> <li>• Communication skills relevant to client groups</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of communication techniques including:                             <ul style="list-style-type: none"> <li>○ Full range of communication</li> <li>○ Active listening</li> <li>○ Feedback</li> <li>○ Interpretation</li> <li>○ Role boundaries setting</li> <li>○ Negotiation</li> <li>○ Establishing empathy</li> </ul> </li> <li>• Communication skills required to fulfill job roles as specified by the organization</li> </ul>
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are	<ul style="list-style-type: none"> <li>• Communication process</li> <li>• Dynamics of groups and different styles of group leadership</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of communication techniques including:                             <ul style="list-style-type: none"> <li>○ Full range of communication</li> <li>○ Active listening</li> <li>○ Feedback</li> <li>○ Interpretation</li> <li>○ Role boundaries setting</li> </ul> </li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives		<ul style="list-style-type: none"> <li>○ Negotiation</li> <li>○ Establishing empathy</li> <li>● Communication skills required to fulfill job roles as specified by the organization</li> </ul>
3. Represent the organization	3.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard	<ul style="list-style-type: none"> <li>● Communication process</li> <li>● Dynamics of groups and different styles of group leadership</li> <li>● Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>● Full range of communication techniques including:               <ul style="list-style-type: none"> <li>○ Full range of communication</li> <li>○ Active listening</li> <li>○ Feedback</li> <li>○ Interpretation</li> <li>○ Role boundaries setting</li> <li>○ Negotiation</li> <li>○ Establishing empathy</li> </ul> </li> <li>● Communication skills required to fulfill job roles as specified by the organization</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Facilitate group discussion	4.1 Mechanisms which enhance <b>effective group interaction</b> is defined and implemented 4.2 <b>Strategies</b> which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information is provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed	<ul style="list-style-type: none"> <li>• Communication process</li> <li>• Dynamics of groups and different styles of group leadership</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of communication techniques including:               <ul style="list-style-type: none"> <li>○ Full range of communication</li> <li>○ Active listening</li> <li>○ Feedback</li> <li>○ Interpretation</li> <li>○ Role boundaries setting</li> <li>○ Negotiation</li> <li>○ Establishing empathy</li> </ul> </li> <li>• Communication skills required to fulfill job roles as specified by the organization</li> </ul>
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in <b>interview situations</b> 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated	<ul style="list-style-type: none"> <li>• Communication process</li> <li>• Dynamics of groups and different styles of group leadership</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of communication techniques including:               <ul style="list-style-type: none"> <li>○ Full range of communication</li> <li>○ Active listening</li> <li>○ Feedback</li> <li>○ Interpretation</li> <li>○ Role boundaries setting</li> <li>○ Negotiation</li> <li>○ Establishing empathy</li> </ul> </li> <li>• Communication skills required to fulfill job roles as specified by the organization</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication
3. Types of Interview	3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated effective communication skills with clients accessing service and work colleagues 1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
2. Resource implications	2.1 Access to appropriate workplace where assessment can take place
3. Method of assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Oral Interview
4. Context of assessment	4.1 This unit should be assessed on the job through simulation

**UNIT OF COMPETENCY : DEVELOP TEAMS AND INDIVIDUALS**

**UNIT CODE : 500311116**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

<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. Provide team leadership	1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b> 1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement 1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process	<ul style="list-style-type: none"> <li>• Coaching and mentoring principles</li> <li>• Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• Understanding how to facilitate team development and improvement</li> <li>• Understanding methods and techniques for eliciting and interpreting feedback</li> <li>• Understanding methods for identifying and prioritizing personal development opportunities and options</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effectively</li> <li>• Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• Planning skills to organize required resources and equipment to meet learning needs</li> <li>• Coaching and mentoring skills to provide support to colleagues</li> <li>• Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• Facilitation skills to conduct small group training sessions</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			<ul style="list-style-type: none"> <li>• Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2 <b><i>Learning delivery methods</i></b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>	<ul style="list-style-type: none"> <li>• Coaching and mentoring principles</li> <li>• Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective (e.g. Rights, roles and responsibilities of farmers)</li> <li>• Understanding how to facilitate team development and improvement <ul style="list-style-type: none"> <li>○ Understanding methods and techniques for eliciting and interpreting feedback</li> <li>○ Understanding methods for identifying and prioritizing personal development opportunities and options</li> </ul> </li> <li>• Knowledge of career paths and competency standards in the industry</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• Planning skills to organize required resources and equipment to meet learning needs</li> <li>• Coaching and mentoring skills to provide support to colleagues <ul style="list-style-type: none"> <li>○ Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>○ Facilitation skills to conduct small group training sessions</li> </ul> </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>
			<ul style="list-style-type: none"> <li>• Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competency are maintained within organizational requirement</p>	<ul style="list-style-type: none"> <li>• Coaching and mentoring principles</li> <li>• Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• Understanding how to facilitate team development and improvement</li> <li>• Understanding methods and techniques for eliciting and interpreting feedback</li> <li>• Understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• Knowledge of career paths and competency standards in the industry</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• Coaching and mentoring skills to provide support to colleagues</li> <li>• Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• Facilitation skills to conduct small group training sessions</li> <li>• Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team	<ul style="list-style-type: none"> <li>• Coaching and mentoring principles</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read and understand a variety of texts, prepare general information and documents</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>
	<p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p>	<ul style="list-style-type: none"> <li>• Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• Understanding how to facilitate team development and improvement</li> <li>• Understanding methods and techniques for eliciting and interpreting feedback</li> <li>• Understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• Knowledge of career paths and competency standards in the industry</li> </ul>	<p>according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</p> <ul style="list-style-type: none"> <li>• Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• Planning skills to organize required resources and equipment to meet learning needs</li> <li>• Coaching and mentoring skills to provide support to colleagues</li> <li>• Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• Facilitation skills to conduct small group training sessions</li> <li>• Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p>	<ul style="list-style-type: none"> <li>• Coaching and mentoring principles</li> <li>• Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective</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>
	5.3 Collaborative efforts are sustained to attain organizational goals	<ul style="list-style-type: none"> <li>• Understanding how to facilitate team development and improvement</li> <li>• Understanding methods and techniques for eliciting and interpreting feedback</li> <li>• Understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• Knowledge of career paths and competency standards in the industry</li> </ul>	<p>relationships and conflict management</p> <ul style="list-style-type: none"> <li>• Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• Planning skills to organize required resources and equipment to meet learning needs</li> <li>• Coaching and mentoring skills to provide support to colleagues</li> <li>• Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• Facilitation skills to conduct small group training sessions</li> <li>• Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Learning and development needs	1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning
2. Organizational requirements	2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified and implemented learning opportunities for others</li> <li>1.2 Gave and received feedback constructively</li> <li>1.3 Facilitated participation of individuals in the work of the team</li> <li>1.4 Negotiated learning plans to improve the effectiveness of learning</li> <li>1.5 Prepared learning plans to match skill needs</li> <li>1.6 Accessed and designated learning opportunities</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 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. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation of work activities 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 of 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 : APPLY PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE**

**UNIT CODE : 500311117**

**UNIT DESCRIPTOR :** This competency covers the knowledge, skills and attitudes required to apply the process of problem solving and other problems beyond those associated directly with the process unit. It includes the application of structured processes and improvement tools. This competency is typically performed by an experienced technician, team leader or supervisor.

<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. Analyze the problem	1.1 Issues/concerns are evaluated based on data gathered 1.2 Possible causes of problem are identified within the <b>area of responsibility</b> as based on experience and the use of problem solving tools/analytical techniques 1.3 Possible cause statements are developed based on findings	<ul style="list-style-type: none"> <li>• Broad understanding of systems, organizational systems and functions</li> <li>• Broad knowledge of help desk and maintenance practices</li> <li>• Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> <li>• Broad knowledge of the operating system</li> <li>• Broad knowledge of the client business domain</li> <li>• Broad knowledge based incorporating current industry practices related to escalation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making within a limited range of options</li> <li>• Communication is clear, precise and varies according to the type of audience</li> <li>• Teamwork in reference to personal responsibility</li> <li>• Time management as applied to self-management.</li> <li>• Analytical skills in relation to routine malfunctions.</li> <li>• General customer service skills displayed</li> <li>• Questioning and active listening is employed to clarify general information</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• Broad knowledge based of diagnostic tools</li> <li>• General principles of OHS</li> <li>• Divisional/unit responsibilities</li> </ul>	
2. Identify possible solutions	<p>2.1 All possible options are considered for resolution of the problem in accordance with <b>safety</b> and operating procedures</p> <p>2.2 Strengths and weaknesses of possible options are considered</p> <p>2.3 Corrective action is determined to resolve the problem and its possible future causes</p>	<ul style="list-style-type: none"> <li>• Broad understanding of systems, organizational systems and functions</li> <li>• Broad knowledge of help desk and maintenance practices</li> <li>• Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> <li>• Broad knowledge of the operating system</li> <li>• Broad knowledge of the client business domain</li> <li>• Broad knowledge based incorporating current industry practices related to escalation procedures</li> <li>• Broad knowledge based of diagnostic tools</li> <li>• General principles of OHS</li> <li>• Divisional/unit responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making within a limited range of options</li> <li>• Communication is clear, precise and varies according to the type of audience</li> <li>• Teamwork in reference to personal responsibility</li> <li>• Time management as applied to self-management</li> <li>• Analytical skills in relation to routine malfunctions</li> <li>• General customer service skills displayed</li> <li>• Questioning and active listening is employed to clarify general information</li> </ul>
3. Recommend solution to	3.1 Report/ <b>communication</b> or	<ul style="list-style-type: none"> <li>• Broad understanding of systems,</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making within a limited range of options</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
higher management	<p><i>documentation</i> are prepared</p> <p>3.2 Recommendations are presented to appropriate personnel</p> <p>3.3 Recommendations are followed-up, if required</p>	<p>organizational systems and functions</p> <ul style="list-style-type: none"> <li>• Broad knowledge of help desk and maintenance practices</li> <li>• Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is clear, precise and varies according to the type of audience</li> <li>• Teamwork in reference to personal responsibility</li> <li>• Time management as applied to self-management</li> </ul>
4. Implement solution	<p>4.1 Measurable objectives are identified</p> <p>4.2 Resource needs are identified</p> <p>4.3 Timelines are identified in accordance with plan</p>	<ul style="list-style-type: none"> <li>• Broad understanding of systems, organizational systems and functions</li> <li>• Broad knowledge of help desk and maintenance practices</li> <li>• Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> <li>• Broad knowledge of the operating system</li> <li>• Broad knowledge of the client business domain</li> <li>• Broad knowledge based incorporating current industry practices related to escalation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making within a limited range of options</li> <li>• Communication is clear, precise and varies according to the type of audience</li> <li>• Teamwork in reference to personal responsibility</li> <li>• Time management as applied to self-management.</li> <li>• Analytical skills in relation to routine malfunctions</li> <li>• General customer service skills displayed</li> <li>• Questioning and active listening is employed to clarify general information</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>
		<ul style="list-style-type: none"> <li>• Broad knowledge based of diagnostic tools</li> <li>• General principles of OHS</li> <li>• Divisional/unit responsibilities</li> </ul>	
5. Evaluate/ Monitor results and outcome	<p>5.1 Processes and improvements are identified based on evaluative assessment of problem</p> <p>5.2 Recommendations are prepared and submitted to superiors</p>	<ul style="list-style-type: none"> <li>• Broad understanding of systems, organizational systems and functions</li> <li>• Broad knowledge of help desk and maintenance practices</li> <li>• Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> <li>• Broad knowledge of the operating system</li> <li>• Broad knowledge of the client business domain</li> <li>• Broad knowledge based incorporating current industry practices related to escalation procedures</li> <li>• Broad knowledge based of diagnostic tools</li> <li>• General principles of OHS</li> <li>• Divisional/unit responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making within a limited range of options</li> <li>• Communication is clear, precise and varies according to the type of audience</li> <li>• Teamwork in reference to personal responsibility</li> <li>• Time management as applied to self-management.</li> <li>• Analytical skills in relation to routine malfunctions</li> <li>• General customer service skills displayed</li> <li>• Questioning and active listening is employed to clarify general information</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Area of responsibility	Variables may include but are limited to: 1.1 Work environment 1.2 Problem solution processes 1.3 Preventative maintenance and diagnostic policy 1.4 Roles and technical responsibilities
2. Occupational Health and Safety	2.1 As per company statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.
3. Communication	Variables may include but are not limited to: 3.1 Written communication can involve both hand written and printed material, internal memos, electronic mail, briefing notes and bulletin boards.
4. Documentation	4.1 Audit trails 4.2 Naming standards 4.3 Version control

## 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 Analyze the problem</li> <li>1.2 Identified possible solutions</li> <li>1.3 Implemented solutions</li> <li>1.4 Recommended solutions to higher management</li> <li>1.5 Outcome evaluated/monitored</li> </ul> <p>Evidence of satisfactory performance in this unit can be obtained by observation of performance and questioning to indicate knowledge and understanding of the elements of the competency and performance criteria.</p>
<p>2. Resource implications</p>	<p>2.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as bank of questions which will be used to probe the reasoning behind the observable actions.</p>
<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 Through direct observation of application to tasks and questions related to underpinning knowledge Under general guidance, checking various stages of operation and at the completion of the activity against performance criteria and specifications</li> </ul>
<p>4. Context of 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> <li>4.2 Assessment shall be carried out through TESDA's Accredited Assessment Centers/Venues while tasks are undertaken either individually or as part of a team under limited supervision</li> </ul>

**UNIT OF COMPETENCY : COLLECT, ANALYZE AND ORGANIZE INFORMATION**

**UNIT CODE : 500311118**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to process, analyze, interpret and organize workplace information and other relevant data.

<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. Study information requirements	1.1 Needs are identified using established <b>research procedures</b> 1.2 Relevant forms and recording systems are used to gather the information 1.3 Respondents are selected to implement survey/ research based on established procedures	<ul style="list-style-type: none"> <li>• Data processing, Information analysis and interpretation</li> <li>• Research methods               <ul style="list-style-type: none"> <li>○ Qualitative</li> <li>○ Quantitative</li> <li>○ Statistical</li> </ul> </li> <li>• Report writing</li> <li>• Use of relevant software               <ul style="list-style-type: none"> <li>○ Spreadsheets</li> <li>○ Presentation graphics</li> <li>○ Work processor</li> <li>○ Statistical package</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</li> </ul>
2. Process data	2.1 <b>Data</b> are collected and collated based on the prescribed method 2.2 Relevant data are used as references in accordance with the objectives of the program 2.3 <b>Information</b> is compiled according to the required form	<ul style="list-style-type: none"> <li>• Data processing, Information analysis and interpretation</li> <li>• Research methods               <ul style="list-style-type: none"> <li>○ Qualitative</li> <li>○ Quantitative</li> <li>○ Statistical</li> </ul> </li> <li>• Report writing</li> <li>• Use of relevant software               <ul style="list-style-type: none"> <li>○ Spreadsheets</li> <li>○ Presentation graphics</li> <li>○ Work processor</li> <li>○ Statistical package</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</li> </ul>
3. Analyze, interpret and organize information gathered	3.1 Data are analyzed using relevant <b>methodologies</b> 3.2 Where applicable, <b>statistical analysis/methods</b> are employed	<ul style="list-style-type: none"> <li>• Data processing, Information analysis and interpretation</li> <li>• Research methods               <ul style="list-style-type: none"> <li>○ Qualitative</li> <li>○ Quantitative</li> <li>○ Statistical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</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>
	<p>according to the objectives of the program</p> <p>3.3 Graphs and other visual presentations are prepared to facilitate analysis / interpretation of information</p>	<ul style="list-style-type: none"> <li>• Report writing</li> <li>• Use of relevant software <ul style="list-style-type: none"> <li>○ Spreadsheets</li> <li>○ Presentation graphics</li> <li>○ Work processor</li> <li>○ Statistical package</li> </ul> </li> </ul>	
4. Present findings/ recommendations	<p>4.1 Findings/ recommendations summarized and presented/packaged in user-friendly manner</p> <p>4.2 Relevant inputs gathered to finalize report</p> <p>4.3 Draft report prepared based on standard format</p> <p>4.4 Technical reports are submitted and disseminated to concerned offices</p>	<ul style="list-style-type: none"> <li>• Data processing, Information analysis and interpretation</li> <li>• Research methods <ul style="list-style-type: none"> <li>○ Qualitative</li> <li>○ Quantitative</li> <li>○ Statistical</li> </ul> </li> <li>• Report writing</li> <li>• Use of relevant software <ul style="list-style-type: none"> <li>○ Spreadsheets</li> <li>○ Presentation graphics</li> <li>○ Work processor</li> <li>○ Statistical package</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Research procedures	May include but are not limited to: 1.1 TNA 1.2 Front-end analysis 1.3 Surveys 1.4 Interviews 1.5 Functional analysis 1.6 DACUM research
2. Forms	May include but are not limited to: 2.1 Survey forms/Questionnaires 2.2 Personal information/Profile 2.3 Accident report form 2.4 Requisition slip 2.5 Job orders 2.6 Purchase request form 2.7 Incident report form
3. Methodologies	3.1 Qualitative methods 3.2 Quantitative methods
4. Statistical analysis/ methods	4.1. Averages (Mean, Median, Mode) 4.2. Percentage 4.3. Ranks 4.4. Frequency Distribution 4.5. Statistical test
5. Data	5.1. Raw Data
6. Information	6.1. Processed and packaged data

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined information requirements based on organizational goals and objectives 1.2 Used relevant forms and recording systems to gather data 1.3 Processed data based on the objectives of the program 1.4 Utilized relevant research methods based on the objective of the program 1.5 Analyzed and organized information gathered 1.6 Submitted/Disseminated technical reports to concerned offices
2. Resource implications	The following resources MUST be provided: 2.1 Workplace or assessment location 2.2 Access to office equipment and facilities relevant to the unit 2.3 Case studies/scenarios
3. Method of assessment	Competency in this unit may be assessed through: 3.1 Written/ Oral Examination 3.2 Interviews 3.3 Portfolio
4. Context of assessment	4.1 Competency may be assessed in actual workplace or TESDA Accredited Assessment Center

**UNIT OF COMPETENCY : PLAN AND ORGANIZE WORK**

**UNIT CODE : 500311119**

**UNIT DESCRIPTOR :** This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

<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. Set objectives	1.1 <b>Objectives</b> are consistent with and linked to work activities in accordance with organizational aims 1.2 Objectives are stated as measurable targets with clear time frames 1.3 Support and commitment of team members are reflected in the objectives 1.4 Realistic and attainable objectives are identified	<ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Leading</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Communication Skills</li> <li>• Inter-and intra-person/ motivation skills</li> </ul>
2. Plan and schedule work activities	2.1 Tasks/work activities to be completed are identified and prioritized as directed 2.2 Tasks/work activities are broken down into steps in accordance with set time frames achievable components in accordance with set time frames 2.3 <b>Resources</b> are allocated as per requirements of the activity 2.4 <b>Schedule of work activities</b> is coordinated with personnel concerned	<ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Leading</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Communication Skills</li> <li>• Inter-and intra-person/motivation skills</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement work plans	3.1 <b><i>Work methods and practices</i></b> are identified in consultation with personnel concerned 3.2 <b><i>Work plans</i></b> are implemented in accordance with set time frames, resources and <b><i>standards</i></b>	<ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Leading</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Communication Skills</li> <li>• Inter-and intra-person/motivation skills</li> </ul>
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives 4.2 Work performance is monitored 4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards 4.4 Reporting requirements are complied with in accordance with recommended format 4.5 Observe timeliness of report 4.6 Files are established and maintained in accordance with standard operating procedures	<ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Leading</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Communication Skills</li> <li>• Inter-and intra-person/motivation skills</li> <li>• Presentation skills</li> </ul>
5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information	<ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Leading</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Communication Skills</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements</p> <p>5.6 Recommendations are prepared and presented to <b>appropriate personnel/ authorities</b></p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies</p>	<ul style="list-style-type: none"> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-and intra-person/motivation skills</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Objectives	1.1 Specific 1.2 General
2. Resources	2.1 Personnel 2.2 Equipment and technology 2.3 Services 2.4 Supplies and materials 2.5 Sources for accessing specialist advice 2.6 Budget
3. Schedule of work activities	3.1 Daily 3.2 Work-based 3.3 Contractual 3.4 Regular 3.5 Confidential 3.6 Disclosure 3.7 Non-disclosure
4. Work methods and practices	Work methods and practices may include but not limited to: 4.1 Legislated regulations and codes of practice 4.2 Industry regulations and codes of practice 4.3 Occupational health and safety practices
5. Work plans	5.1 Daily work plans 5.2 Project plans 5.3 Program plans 5.4 Organization strategic and restructuring plans 5.5 Resource plans 5.6 Skills development plans 5.7 Management strategies and objectives
6. Standards	6.1 Performance targets 6.2 Performance management and appraisal systems 6.3 National competency standards 6.4 Employment contracts 6.5 Client contracts 6.6 Discipline procedures 6.7 Workplace assessment guidelines 6.8 Internal quality assurance 6.9 Internal and external accountability and auditing requirements 6.10 Training Regulation Standards 6.11 Safety Standards
7. Appropriate personnel/ authorities	Appropriate personnel include: 7.1 Management 7.2 Line Staff

VARIABLE	RANGE
8. Feedback mechanisms	Feedback mechanisms include: 8.1 Verbal feedback 8.2 Informal feedback 8.3 Formal feedback 8.4 Questionnaire 8.5 Survey 8.6 Group discussion

### EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Set objectives 1.2 Planned and scheduled work activities 1.3 Implemented work plans 1.4 Monitored work activities 1.5 Reviewed and evaluated work plans and activities
2. Resource implications	The following resources <b>MUST</b> be provided 2.1 Tools, equipment and facilities appropriate to the proposed activities 2.2 Materials relevant to the proposed activities 2.3 Work plan schedules 2.4 Drawings, sketches or blueprint
3. Method of assessment	Competency in this unit may be assessed through: 3.1 Direct observation/questioning 3.2 Practical exercises on Planning and Scheduling Work Activities 3.3 Third Party Report (collection of competency evidence)
4. Context of assessment	4.1 Competency may be assessed in the workplace or in simulated work

**UNIT OF COMPETENCY : PROMOTE ENVIRONMENTAL PROTECTION**

**UNIT CODE : 500311120**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in adhering to environmental protection principles, strategies and guidelines

<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. Study guidelines for environmental concerns	1.1 Environmental <b>legislations/conventions</b> and local ordinances are identified according to the different <b>environmental aspects/impact</b> 1.2 <b>Industrial standard/environmental practices</b> are described according to the different environmental concerns	<ul style="list-style-type: none"> <li>• Features of an environmental management strategy</li> <li>• Environmental issues/concerns</li> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Waste minimization hierarchy</li> <li>• Environmental planning/management</li> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• Environment-friendly/environmental advocates</li> <li>• 5S of Good Housekeeping</li> <li>• 3Rs – Reduce, Reuse &amp; Recycle</li> <li>• Sanitary Code</li> <li>• Environmental Code of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research and analysis</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</li> </ul>
2. Implement specific environmental programs	2.1 <b>Programs/Activities</b> are identified according to organizations policies and guidelines 2.2 Individual roles/responsibilities are determined and performed based on the activities identified 2.3 Problems/ constraints encountered are	<ul style="list-style-type: none"> <li>• Features of an environmental management strategy</li> <li>• Environmental issues/concerns</li> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Waste minimization hierarchy</li> <li>• Environmental planning/ management</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research and analysis</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>resolved in accordance with organizations' policies and guidelines</p> <p>2.4 Stakeholders are consulted based on company guidelines</p>	<ul style="list-style-type: none"> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• Environment-friendly/environmental advocates</li> <li>• 5S of Good Housekeeping</li> <li>• 3Rs – Reduce, Reuse &amp; Recycle</li> <li>• Sanitary Code</li> <li>• Environmental Code of practice</li> </ul>	
<p>3. Monitor activities on environmental protection/programs</p>	<p>3.1 Activities are <b>periodically</b> monitored and evaluated according to the objectives of the environmental program</p> <p>3.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations</p> <p>3.3 Data gathered are analyzed based on evaluation requirements</p> <p>3.4 Recommendations are submitted based on the findings</p> <p>3.5 Management support systems are set/established to sustain and enhance the program</p> <p>3.6 Environmental incidents are monitored and reported to concerned/proper authorities</p>	<ul style="list-style-type: none"> <li>• Features of an environmental management strategy</li> <li>• Environmental issues/concerns</li> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Waste minimization hierarchy</li> <li>• Environmental planning/management</li> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• Environment-friendly/environmental advocates</li> <li>• 5S of Good Housekeeping</li> <li>• 3Rs – Reduce, Reuse &amp; Recycle</li> <li>• Sanitary Code</li> <li>• Environmental Code of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Performing research and analysis</li> <li>• Reading / interpreting data and information</li> <li>• Problem solving</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Legislations/Conventions	May include but are not limited to: 1.1 Clean Air act 1.2 Clean Water Act 1.3 Solid Waste Management 1.4 Montreal Protocol 1.5 Kyoto Protocol
2. Environmental aspects/impacts	2.1 Air pollution 2.2 Water pollution 2.3 Noise pollution 2.4 Solid waste 2.5 Flood control 2.6 Deforestation/Denudation 2.7 Radiation/Nuclear /Radio Frequency/ Microwaves 2.8 Situation 2.9 Soil erosion (e.g. Quarrying, Mining, etc.) 2.10 Coral reef/marine life protection
3. Industrial standards/ Environmental practices	3.1 ECC standards 3.2 ISO standards 3.3 company environmental management systems (EMS)
4. Periodic	4.1 hourly 4.2 daily 4.3 weekly 4.4 monthly 4.5 quarterly 4.6 yearly
5. Programs/Activities	5.1 Waste disposal (on-site and off-site) 5.2 Repair and maintenance of equipment 5.3 Treatment and disposal operations 5.4 Clean-up activities 5.5 Laboratory and analytical test 5.6 Monitoring and evaluation 5.7 Environmental advocacy programs

## 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 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns</li> <li>1.2 Described industrial standard environmental practices according to the different environmental issues/concerns</li> <li>1.3 Resolved problems/ constraints encountered based on management standard procedures</li> <li>1.4 Implemented and monitored environmental practices on a periodic basis as per company guidelines</li> <li>1.5 Recommended solutions for the improvement of the program</li> <li>1.6 Monitored and reported to proper authorities any environmental incidents</li> </ul>
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</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/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.4 Simulations and role-plays</li> </ul>
<p>4. Context of assessment</p>	<p>Competency may be assessed in actual workplace or at the designated TESDA center.</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 safework requirement 2.5 Hazards in the workplace are	<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>
	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/disp ose 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 2.2 Completed work is checked against workplace standards 2.3 Defects are identified and corrected in accordance with the	<ul style="list-style-type: none"> <li>• Organization's vision, mission, goals and objectives</li> <li>• Organization standards on quality of work/output</li> <li>• Rights, roles and responsibilities of farmers</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>
	company <b><i>quality standards</i></b>	<ul style="list-style-type: none"> <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	<p>3.1 Information on the quality and other indicators of performance are recorded in accordance with workplace procedures</p> <p>3.2 In cases of deviations from specific quality standards, causes are documented and reported in accordance with the workplace's standards operating procedures</p> <p>3.3 In cases of objections/ disagreements, reasons are expressed thru written documentation</p>	<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> <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> </ul> </li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	3.4 Settlements are sought in accordance with company policies	<ul style="list-style-type: none"> <li>– Integrity</li> <li>– Quality consciousness</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 rendered to ensure their understanding/familiarization on products, services and programs</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> <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: <ol 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> </ol>
2. Defects/Irregularities	Defects may include but are not limited to: <ol 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> </ol>
3. Documentation	Includes the following but are not limited to: <ol 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,</li> </ol>

	<p>Performance Appraisal Report, Training Evaluation Forms</p> <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 MUST 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 COMPETENCIES

**UNIT OF COMPETENCY : CAPACITATE FARMERS**

**UNIT CODE : AFF242301**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of AE facilitator to provide capacity building interventions to farmers, lead in accessing capacity building services for AE practitioners, supervise accessing financial assistance and generate learnings.

<b>LEMENT</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. Provide Capacity Building Interventions to farmers	1.1 Capacity building needs of farmers are analyzed according to industry procedures 1.2 <b>Capacity building interventions</b> are recommended based on the result of the analyses 1.3 Capacity building plan is developed according to objectives 1.4 <b>Capacity Building Intervention activities</b> are implemented based on plan.	<ul style="list-style-type: none"> <li>• Agroentrepreneurship and the Role of the Agroenterprise Facilitator</li> <li>• Ways to develop a Training Needs Assessment</li> <li>• Importance of Training Needs Assessment</li> <li>• Effective Facilitation Skills</li> <li>• Adult Learning Principles</li> <li>• Developing Training Program and Proposals</li> <li>• Ways in developing learning materials</li> <li>• AE development</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Patient</li> <li>• Confident</li> <li>• Hardworking</li> <li>• Disciplined</li> <li>• Open minded</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical Skills</li> <li>• Technical Writing skills</li> <li>• Module development</li> <li>• Computer literacy</li> <li>• Participatory Learning Activities</li> <li>• Facilitation skills</li> <li>• Communication skills</li> </ul>
2. Lead in accessing capacity building services for farmers	2.1 Cluster leaders are oriented on potential <b>AE service providers</b> based on industry procedures 2.2 Cluster leaders are oriented on <b>Standard protocols</b> in availing the capacity building	<ul style="list-style-type: none"> <li>• Resource accessing               <ul style="list-style-type: none"> <li>- Types of AE service providers</li> <li>- Available programs and services from the private and public sector                   <ul style="list-style-type: none"> <li>○ Common service facility</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Resource mobilizing skills</li> <li>• Communicating skills</li> <li>• Facilitating skills</li> <li>• Negotiating skills</li> <li>• Presentation skills</li> <li>• Public relations</li> </ul>

LEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>services following industry procedures</p> <p>2.3 Cluster leaders are guided in preparing <b>documents</b> to avail the services according to industry procedures</p>	<ul style="list-style-type: none"> <li>○ Product development</li> <li>○ Marketing</li> <li>● Communication protocols</li> <li>● Institutional procedures</li> <li>● Procedure in guiding document preparation and packaging</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>● Perseverance</li> <li>● Patience</li> <li>● Realistic</li> <li>● Positive</li> <li>● Punctual</li> <li>● Honest</li> </ul>	<ul style="list-style-type: none"> <li>● Time management skills</li> <li>● Technical writing skills</li> <li>● Coaching skills</li> <li>● Guiding AE implementers in preparing documents</li> </ul>
<p>3. Supervise accessing financial assistance</p>	<p>3.1 Farmers are assisted in the computation of the <b>Financial requirements</b> according to the agro-enterprise activities</p> <p>3.2 Farmers are guided in the selection of the Financial services based on <b>financial requirement</b></p> <p>3.3 Farmers are guided in preparing financial analysis according to industry practice</p> <p>3.4 Farmers are supervised in <b>packaging of financial plan</b> based on industry procedures</p> <p>3.5 <b>Assistance</b> in availing loan is provided based on the requirements of service providers</p> <p>3.6 Farmers are advised on loan settlement measures based on loan agreement</p>	<ul style="list-style-type: none"> <li>● Identifying the various costs involved</li> <li>● Simple Analysis</li> <li>● Simple decision making</li> <li>● Presentation of Financial Plan</li> <li>● Filling-up of required forms</li> <li>● Basic loan requirement</li> <li>● Knowledge on loan process</li> <li>● Loan proposal presentation</li> <li>● Able to communicate clearly and diplomatically</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>● Patient</li> <li>● Hardworking</li> <li>● Detail oriented</li> <li>● Calculated Risk taker</li> <li>● Discipline</li> <li>● Open minded</li> <li>● Frugal</li> <li>● Business minded</li> <li>● Systematic</li> <li>● Honest</li> <li>● Diligence</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying the various costs involved</li> <li>● Analytical skills</li> <li>● Sourcing of Financial Services</li> <li>● Packaging of Financial Plan</li> <li>● Sourcing and Integrating financial requirement</li> <li>● Guiding in compliance of financial loan documents</li> <li>● Communication Skills</li> </ul>

<b>LEMENT</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>
	3.7 Formulation of proposal for capacity development fund is guided based on industry standards	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Diplomatic</li> <li>• Sense of urgency</li> </ul>	
4. Generate learning	<p>4.1 Tools and techniques to draw out learnings and insights are introduced according to established industry procedure</p> <p>4.2 Best, innovative, good and promising practices (BIGPPs) are shared based on experiences</p> <p>4.3 Farmers' evaluation is administered to improve performance based on industry procedures</p>	<ul style="list-style-type: none"> <li>• Types of learnings</li> <li>• Partnership building and networking with partners, stakeholders and market</li> <li>• Partnership agreements</li> <li>• Strategies to build or maintain business relationships</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Confident</li> <li>• Realistic</li> <li>• Affectionate</li> <li>• Reliable</li> <li>• Responsive</li> <li>• Willingness</li> <li>• Selfless</li> <li>• Committed</li> <li>• Resourceful</li> <li>• Diplomatic</li> <li>• Systematic</li> <li>• Open minded</li> <li>• Honest</li> <li>• Persuasive</li> <li>• Persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying learnings</li> <li>• Preparing documents</li> <li>• Learning Techniques in Sharing</li> <li>• Presentation of learnings</li> <li>• Compiling of documents</li> <li>• Recommending strategies to maintain business relationships</li> <li>• Communication skills</li> <li>• Convincing skills</li> <li>• Presentation skills</li> <li>• Listening skills</li> </ul>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>SCOPE</b>
1. Capacity building intervention	Capacity building intervention include but not limited to: 1.1 Trainings 1.2 Coaching and Mentoring activities 1.3 Site visit 1.4 Learning expedition 1.5 Workshop 1.6 Seminar
2. Capacity Building Intervention activities	Capacity Building Intervention activities may include but not limited to: 2.1 Governance 2.2 Good Agricultural Practices 2.3 Occupational Safety and Health 2.4 Leadership and Values 2.5 Agroentrepreneurship 2.6 Financial Management 2.7 Marketing, Production and Quality Management 2.8 Social protection
3. AE Service Providers	AE Service Providers may include but not limited to: 3.1 FI 3.2 Academe 3.3 BDS 3.4 NGAs 3.5 NGOs 3.6 Markets 3.7 LGU 3.8 Private sector
4. Standard protocols	Standard protocols may include but not limited to: 4.1 Courtesy call 4.2 Buy-in session 4.3 Project presentation 4.4 Documentary requirements
5. Documents	Documents may include but not limited to: 5.1 Project proposals 5.2 Concept note 5.3 Business plan 5.4 Farm plan and budget
6. Financial Requirement	Financial Requirement may include: but not limited to: 6.1 Production 6.2 Marketing 6.3 Working capital 6.4 Post-harvest facilities
7. Financial Plan package	Financial Plan package may include but not limited to: 7.1 Supply Plan 7.2 volume 7.3 Marketing Plan 7.4 Working capital requirement

	7.5 Farm facilities and equipment
8. Requirements of providers	<p>Requirements of providers may include but not limited to:</p> <p>8.1 Group level</p> <p>8.1.1 Collateral (i.e. org property-warehouse and lot)</p> <p>8.1.2 Codified Approving and Signing Authority</p> <p>8.2 Individual Level</p> <p>8.2.1 Signed of Supply Commitment</p> <p>8.2.2 Collateral (i.e. land title, CR &amp; OR)</p> <p>8.2.3 Farm plan and budget</p>
9. Assistance	<p>Assistance may include but not limited to:</p> <p>9.1 Loan application</p> <p>9.2 Completion of required documents</p> <p>9.3 Follow-up status</p> <p>9.4 Negotiation for better terms</p>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Provide Capacity Building Interventions to farmers 1.2 Lead in accessing capacity building services for farmers 1.3 Supervise accessing financial assistance 1.4 Generate learning
2. Resource Implications	The following resources should be provided: 2.1 Simulated workplace 2.2 Tools, materials, supplies and equipment to be used to demonstrate required tasks 2.3 Reference materials (manual, guide book)
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written exam 3.2 Demonstration 3.3 Oral questioning
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 : FACILITATE ENGAGEMENT OF THE AGROENTERPRISE STAKEHOLDERS**

**UNIT CODE : AFF242302**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of AE facilitator to select project site, organize agroenterprise industry stakeholders, manage partnership sustainability, and lead the formalization of farmers organization.

<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. Select project site	1.1 <b>Data</b> are gathered based on accepted industry procedures 1.2 Gathered <b>data</b> are processed using project selection criteria matrix based on industry procedures. 1.3 Processed <b>data</b> are validated through consultation with local AE stakeholders 1.4 Analyzed <b>data</b> are used as basis for recommendation to AE stakeholders in selecting project site	<ul style="list-style-type: none"> <li>• Sources of required data/documents</li> <li>• Methods and procedures of data gathering</li> <li>• Techniques in conducting interviews, survey, focus group discussion</li> <li>• Basic statistics and statistical analysis</li> <li>• Procedures in using the data for choosing project site</li> <li>• Criteria in choosing project site</li> </ul> Attitudes: <ul style="list-style-type: none"> <li>• Hardworking</li> <li>• Resourceful</li> <li>• Committed</li> <li>• Flexible</li> <li>• Persistent</li> <li>• Considerate</li> <li>• Decisive</li> <li>• Work oriented</li> <li>• Realistic</li> <li>• Analytical</li> <li>• Optimistic</li> <li>• Open-Minded</li> </ul>	<ul style="list-style-type: none"> <li>• Processing of data</li> <li>• Validating of processed data</li> <li>• Analyzing the data gathered</li> <li>• Using the data for choosing project site</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
2. Organize Agroenterprise (AE) industry stakeholders	2.1 Profile of selected <b>Agroenterprise Industry stakeholders</b> are reviewed according to industry procedures 2.2 Buy-in session with stakeholders is conducted based on industry procedure 2.3 Site working group is organized following industry practices 2.4 <b>Formal agreement</b> is formulated based on industry practice 2.5 <b>Formal Agreement</b> signing is facilitated to establish partnership 2.6 <b>Farmers</b> are <b>clustered</b> and profiled according to industry procedures 2.7 Development of AE <b>policies</b> of farmers is supervised based on industry standards	<ul style="list-style-type: none"> <li>• Overview of the Agroenterprise Clustering Approach</li> <li>• Roles and responsibilities of agroenterprise industry stakeholders</li> <li>• Industry procedures in identifying stakeholders</li> <li>• Effective Communication Skills</li> <li>• Partnership Principles</li> <li>• Partnership Building</li> <li>• Different binding documents that signify partnership (MOA/MOU)</li> <li>• Classification of farmers based on tenancy status</li> <li>• Criteria in cluster formation</li> <li>• Different Tools in profiling</li> <li>• Different policies related to AE</li> <li>• Procedure in developing policies for AE</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>• Diplomacy</li> <li>• Respectful</li> <li>• Resourceful</li> <li>• Patience</li> <li>• Committed</li> <li>• Transparent</li> <li>• Responsible</li> <li>• Work-oriented</li> <li>• Flexible</li> <li>• Persistent</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying AE industry stakeholders</li> <li>• Soliciting commitment from local partners</li> <li>• Establishing local partnership</li> <li>• Clustering and profiling of farmers</li> <li>• Developing agroenterprise policies</li> <li>• Negotiating skills</li> <li>• Organizing site working group</li> <li>• Facilitating formal agreement signing</li> <li>• Formulating formal agreement</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>• Practical</li> <li>• Open-minded</li> </ul>	
3. Manage partnership sustainability	<p>3.1 Issues are analyzed and evaluated according to established industry procedures</p> <p>3.2 <b>Policies</b> are communicated to industry stakeholders</p> <p>3.3 Recommendations are gathered and proposed for policy improvement based on industry procedures</p> <p>3.4 <b>Conflicts</b> among stakeholders are managed following the agreed policies and procedures</p>	<ul style="list-style-type: none"> <li>• Different issues in implementing Agroenterprise</li> <li>• Procedures in analyzing and evaluating issues</li> <li>• Methods of problem solving</li> <li>• Different policies in implementing Agroenterprise</li> <li>• Updates or agreements for enhancement on existing policies</li> <li>• Conflict Management concept and tools</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Optimistic</li> <li>• Disciplined</li> <li>• Analytical</li> <li>• Open-Minded</li> <li>• Diplomacy</li> <li>• Respectful</li> <li>• Resourceful</li> <li>• Sensitive</li> <li>• Patience</li> <li>• Impartial</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing and evaluating issues</li> <li>• Communicating policies to AE Practitioners</li> <li>• Negotiating for compromise agreements</li> <li>• Managing conflicts</li> </ul>
4. Lead the registration of informal farmer's organization	<p>4.1 Formulation of <b>Strategic Plan</b> is facilitated based on industry procedures</p> <p>4.2. Farmers' organization is assisted in the <b>registration</b> according to government standard procedures</p> <p>4.3 Formulation of <b>Internal control</b> measures is facilitated following industry procedures</p>	<ul style="list-style-type: none"> <li>• Components of strategic plan</li> <li>• Process of strategic planning</li> <li>• Government regulatory requirements</li> <li>• Advantages and benefits of formal business entity</li> <li>• Approving and signing authority</li> <li>• Compliance procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating Strategic Plan</li> <li>• Assisting the farmers' organization to register with appropriate government agencies</li> <li>• Formulating internal control measures</li> <li>• Accounting and analytical skills</li> <li>• Directing the implementation of</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	4.4 Enhancement of <b><i>business operation system</i></b> is supervised according to standard procedures	<ul style="list-style-type: none"> <li>• Checks and balances</li> <li>• Components of business operation systems</li> <li>• Adoption policies, system, and procedures</li> <li>• Guidelines in the implementation of policies, systems and procedures</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Resourceful</li> <li>• Hardworking</li> <li>• Committed</li> <li>• Creative</li> <li>• Proactive</li> <li>• Responsive</li> <li>• Patient</li> <li>• Diligent</li> <li>• Diplomatic</li> <li>• Realistic</li> <li>• Optimistic</li> <li>• Motivated</li> </ul>	enhanced business operation system

## RANGE OF VARIABLES

VARIABLE	SCOPE
1. Data	Data gathered may include: <ol style="list-style-type: none"> <li>1.1 List of smallholder farmers</li> <li>1.2 Area (ha) cultivated</li> <li>1.3 Crops planted</li> <li>1.4 Institution who will initiate and take the lead to engage the support of other institution</li> <li>1.5 Accessibility to markets</li> <li>1.6 Active Peoples Organizations/Farmers Organizations</li> <li>1.7 Supportive Local Government Units</li> </ol>
2. AE Industry stakeholders	AE Industry stakeholders may include but not limited to: <ol style="list-style-type: none"> <li>2.1 Farmer Organizations</li> <li>2.2 Non-government Organizations (NGOs)</li> <li>2.3 National Government Agencies</li> <li>2.4 Financing Institutions</li> <li>2.5 Local Government Units (LGUs)</li> <li>2.6 Association of Chamber of Commerce</li> <li>2.7 National Commission on Indigenous People</li> <li>2.8 State, Universities and Colleges (SUCs)</li> </ol>
3. Farmers	Farmers may include but not limited to: <ol style="list-style-type: none"> <li>3.1 Is a smallholder farmer</li> <li>3.2 Has a farm either owned or leased that is predominantly family operated</li> <li>3.3 Is willing to consolidate some portion of their crop for collective marketing</li> <li>3.4 Is willing to work in a group</li> <li>3.5 Is respected in the community</li> </ol>
4. Clustering of farmers	Clustering of farmers may include: <ol style="list-style-type: none"> <li>4.1 By products</li> <li>4.2 By Geographical location</li> </ol>
5. Policies	Policies on agroenterprise developed but not limited to: <ol style="list-style-type: none"> <li>5.1 Marketing Policies</li> <li>5.2 Production Policies</li> <li>5.3 Finance-related policies</li> <li>5.4 Organizational and Management Policies               <ol style="list-style-type: none"> <li>5.4.1 Cluster membership</li> <li>5.4.2 Cluster organizational structure</li> <li>5.4.3 Meetings</li> <li>5.4.4 Record keeping</li> <li>5.4.5 Participation to collective marketing</li> <li>5.4.6 Career development goal</li> <li>5.4.7 Compensation and benefits</li> </ol> </li> </ol>
6. Conflicts	Conflicts may include but not limited to the following: <ol style="list-style-type: none"> <li>6.1 Non-compliance with formal agreement</li> <li>6.2 Non-attendance to meetings</li> </ol>
7. Strategic plan	Strategic plan may include but not limited to: <ol style="list-style-type: none"> <li>7.1 Vision</li> <li>7.2 Mission</li> </ol>

	7.3 Goals & Objectives 7.4 3 year targets on sales
8. Registration	Registration may include : 8.1 Filing of documentary requirements 8.2 Receipt of certificate of registration
9. Internal Control	Internal Control may include but not limited to: 9.1 Approving and signing authority 9.2 Compliance procedures 9.3 System of checks and balances
10. Business operation system	Business Operation system may include but not limited to: 10.1 Manual of operation 10.2 Policies System and procedures 10.3 Internal Control measures
11. Formal agreement	May include but not limited to: 11.1 MOA 11.2 MOU

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Selected project site 1.2 Organized Agroenterprise (AE) industry stakeholders 1.3 Managed partnership sustainability 1.4 Led the formalization of farmer's organization
2. Resource Implications	The following resources should be provided: 2.1 Actual or simulated workplace 2.2 Tools, materials, supplies and equipment to be used to demonstrate required tasks 2.3 Reference materials (manual, guide book)
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written exam 3.2 Demonstration 3.3 Oral questioning 3.4 Interview 3.5 Portfolios
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 : MOBILIZE AGROENTERPRISE COMMUNITY**

**UNIT CODE : AFF242303**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of AE facilitator to guide the product selection, oversee the development of production module, support occupational safety and health (OSH) and implementation, coach in the preparation of supply plan, lead the market chain study, direct preparation of AE plan for test marketing and its implementation, support sustained marketing, and supervise value adding activities.

<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. Guide product selection	1.1 Cluster leaders are supervised in extracting product data from the farmers <b>information</b> profile 1.2 Prioritization and screening of extracted product data is facilitated based on established <b>Guidelines</b> 1.3 Prioritized products are recommended to farmers	<ul style="list-style-type: none"> <li>• Data collection and extraction of existing products from farmers information profile</li> <li>• Criteria for product screening</li> <li>• Analytical tool (ANSOFF matrix)</li> <li>• Procedures of presentation and screening of the lists of products</li> <li>• Data Analysis</li> <li>• Decision making through consensus</li> <li>• Facilitation process in consensus decisions</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Camaraderie</li> <li>• Open minded</li> <li>• Diplomacy</li> <li>• Fair</li> <li>• Non-judgmental</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising AE implementers in collating and extracting existing products from the farmers information profile</li> <li>• Guiding farmers in the prioritizing and screening of products</li> <li>• Facilitating skills in supporting farmers to select products by consensus</li> </ul>
2. Oversee in the development of Production Module	2.1 Farmers are assisted in benchmarking on <b>production data</b> based on established guidelines 2.2 Farmers are guided in the analysis of best	<ul style="list-style-type: none"> <li>• Making Guidelines for Data Gathering</li> <li>• Different methods of Data Gathering</li> <li>• Sources of Data</li> <li>• Interview Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding farmers in conducting interview of Key Informants</li> <li>• Assisting in the calculation of</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>practices based on established guidelines</p> <p>2.3 Farmers are assisted in the drafting of the <b>production module</b> according to industry standards</p> <p>2.4 Farmers are guided in the validation and finalization of <b>production module</b></p>	<ul style="list-style-type: none"> <li>• Documentation techniques</li> <li>• Data Collation &amp; Tabulation Procedure</li> <li>• Methods and procedure of Data Analysis</li> <li>• Agri-Production practices</li> <li>• Production Module Guide</li> <li>• Good agriculture practice (GAP)</li> <li>• Climate risk management strategies</li> <li>• Cost &amp; Income Computation with Analysis</li> <li>• Consensus in decision making</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Information seeking</li> <li>• Open minded</li> <li>• Resourceful</li> <li>• Good Conversationalist</li> <li>• Patience</li> <li>• Resourcefulness</li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Social responsibility</li> <li>• Commitment</li> <li>• Patience</li> <li>• Perseverance</li> </ul>	<p>production cost and income</p> <ul style="list-style-type: none"> <li>• Assisting farmers in identifying benchmarked best practices</li> <li>• Assisting farmers to analyze data for best farming practices to recommend</li> <li>• Guiding farmers in Collating &amp; Tabulating collected data</li> <li>• Assisting farmers in designing and Production Module based on industry standards</li> <li>• Presenting the results of the drafted production module</li> <li>• Facilitating consensus building</li> <li>• Guiding farmers in validation and finalization of the production module</li> </ul>
3. Coach in the preparation of supply plan	<p>3.1 Estimation of <b>product supply</b> is guided based on market requirement and farmers committed <b>production module</b></p> <p>3.2 Formulation of Production program is guided based on the supply plan</p>	<ul style="list-style-type: none"> <li>• Production Information Data <ul style="list-style-type: none"> <li>- Market specifications</li> <li>- Prices</li> <li>- Production technologies</li> </ul> </li> <li>• Market-Supply Matching</li> <li>• Methods of Computing product supply volume</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the product requirement based on market demand and marketing plan</li> <li>• Coaching skills</li> <li>• Matching market requirement with targeted product supply</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	3.3 Product <b>supply forecasting</b> is assisted to match supply with the marketing plan	<ul style="list-style-type: none"> <li>• Guide in the Preparing Product Supply Plan</li> <li>• Guidelines for preparing Production Program</li> <li>• Production Calendar</li> <li>• Collective Marketing Agreement/ Arrangement</li> <li>• Marketing plan and agreements of supply</li> <li>• Methods of monitoring the farm production</li> <li>• Computation in coming up with realistic supply for the market</li> <li>• Guide in the Preparing Product Supply forecast</li> </ul> <p>Attitude;</p> <ul style="list-style-type: none"> <li>• Credibility</li> <li>• Honesty</li> <li>• Committed</li> <li>• Compliance to rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Computing the volume of product supply for commitment of farmers to the market</li> <li>• Formulating Production Program based on the prepared production module</li> <li>• Scheduling/ Programming</li> <li>• Skills in production monitoring</li> <li>• Skills in product supply forecasting</li> </ul>
4. Lead the Market Chain Study	<p>4.1 Market visits are organized for <b>selected market actors</b> according to industry procedures</p> <p>4.2 Results of market visits are discussed with farmers</p> <p>4.3 Selected potential buyers and business development service (BDS) providers are reviewed and recommended based on comparative table</p>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Adult learning methods</li> <li>• Marketing, market chain and its actors and activities</li> <li>• Communication</li> <li>• Data gathering, consolidation and analysis</li> <li>• Procedures in drawing a market map</li> <li>• Guidelines in selecting market actors for market chain study</li> <li>• Effective organizing principles and practices</li> <li>• Rapid market appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Leading skills</li> <li>• Facilitating skills with adult learners</li> <li>• Communication skills</li> <li>• Data gathering skills</li> <li>• Skills in identifying market actors and describing the flow of activities in line with market mapping</li> <li>• Drawing a market map</li> <li>• Assessment skills as applied to selecting potential</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>• Communication processes</li> <li>• Data gathering, consolidation and analysis</li> <li>• Activity planning</li> <li>• Team building principles and practices</li> <li>• Procedures for interview and observation</li> <li>• Marketing basics</li> <li>• Value addition and value chain relationships</li> <li>• Computation of sales, cost and income</li> <li>• Guidelines in choosing buyers and BDS to engage</li> <li>• Market negotiation and forging agreements/ arrangements</li> <li>• Guidelines in examining the engagement with buyers and BDS</li> </ul> <p>Attitude</p> <ul style="list-style-type: none"> <li>• Resourceful</li> <li>• Expansive</li> <li>• Open-minded</li> <li>• Involved</li> <li>• Enthusiastic</li> <li>• Making available time</li> <li>• Diplomatic</li> <li>• Sensitive</li> <li>• Positive</li> <li>• Hardworking</li> <li>• Expansive</li> <li>• Diligence</li> <li>• Patience</li> <li>• Business minded</li> <li>• Openness</li> </ul>	<p>buyers and BDS providers</p> <ul style="list-style-type: none"> <li>• Organizing skills</li> <li>• Activity planning skills</li> <li>• Time management</li> <li>• Skills in conducting interview and observation</li> <li>• Data consolidation skills</li> <li>• Organizing market visits according to industry procedures</li> <li>• Computation skills</li> <li>• Data analysis skills according to industry procedures</li> <li>• Negotiation skills</li> <li>• Selecting buyers and BDS providers to engage</li> <li>• Engaging buyers and BDS providers</li> <li>• Skills in examining the buyers and BDS providers that are engaged</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>• Practical</li> <li>• Decisive</li> </ul>	
5. Support Occupational Safety and Health (OSH) implementation	5.1 Orientation activities on OSH are coordinated following established industry procedures 5.2 Farmers are guided in establishing the <b>appropriate safety measures</b> applicable to the workplace 5.3 OSH implementation is monitored in the <b>workplace</b>	<ul style="list-style-type: none"> <li>• Occupational Health and Safety Standards</li> <li>• Awareness on:               <ul style="list-style-type: none"> <li>- 5S</li> <li>- 3Rs (Reduce, Recycle, Reuse)</li> </ul> </li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Committed</li> <li>• Compliance to rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Skills to coordinate an orientation activity</li> <li>• Presentation skills</li> <li>• Assisting farmers to check if OSH is practiced</li> <li>• Supporting farmers in establishing appropriate safety measures</li> </ul>
6. Direct test marketing activities	6.1 Test marketing preparation is supervised according to industry procedures 6.2 Selling of consolidated products is supervised according to industry procedures 6.3 Post-test marketing <b>assessments</b> are facilitated according to industry procedures	<ul style="list-style-type: none"> <li>• Supervision theory and principles</li> <li>• Procedures in the preparation of an AE plan</li> <li>• Agroenterprise objective</li> <li>• Consensus building in organizational decision making</li> <li>• Facilitation process to generate consensus</li> <li>• Business planning and organizing</li> <li>• AE plan</li> <li>• The business action schedules</li> <li>• Market arrangements</li> <li>• Product supply forecast</li> <li>• Mathematics (computation of sales, cost and income)</li> <li>• Operations management in the product flow</li> <li>• Mathematics (computations on sales, cost and income)</li> <li>• Product quality management</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting the results of the market chain study</li> <li>• Formulating an AE objective according to industry procedures</li> <li>• Facilitating consensus building</li> <li>• Making agreements or arrangements with buyers</li> <li>• Forecasting product supply</li> <li>• Computation skills</li> <li>• Skills in the preparation of an AE plan and the business action schedules</li> <li>• Supervision skills as applied in completing the test marketing preparation</li> <li>• Documentation skills</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>• Traceability</li> <li>• Record keeping and documentation</li> <li>• Procedure for post-test marketing assessment</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Diligent for detailed work</li> <li>• Realistic</li> <li>• Motivated</li> <li>• Committed</li> <li>• Accountable</li> <li>• Decisive</li> <li>• Business minded</li> <li>• Team work</li> <li>• Work oriented</li> <li>• Disciplined</li> <li>• Vigilant</li> <li>• Self-directed</li> <li>• Cooperative</li> <li>• Committed</li> <li>• Hardworking</li> <li>• Candid</li> <li>• Responsive</li> <li>• Endurance</li> <li>• Openness</li> <li>• Continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Managing product flow to the buyers</li> <li>• Managing product quality and setting a system for traceability</li> <li>• Recording of product deliveries, sales, costs and income and payment to farmers</li> <li>• Supervision skills as applied in the selling of consolidated products to buyers</li> <li>• Contingency planning skills</li> <li>• Problem solving skills</li> <li>• Facilitation skills in the conduct of post-test marketing assessment</li> <li>• Assessment process</li> <li>• Assessment of marketing performance</li> </ul>
7. Support sustained marketing	<p>7.1. Farmers are assisted in <b><i>adjusting</i></b> Agroenterprise (AE) plan according to the result of test marketing</p> <p>7.2. Product deliveries are overseen based on the adjusted AE plan</p> <p>7.3. Setting up of the farmers' management structure and the record keeping for agroenterprise</p>	<ul style="list-style-type: none"> <li>• Evaluation and planning for business sustainability</li> <li>• Value chain upgrading</li> <li>• Business networking</li> <li>• Managing market relationships</li> <li>• Organizational consensus</li> <li>• Computation of sale, cost and income</li> <li>• Procedures to improve the AE plan</li> <li>• Business efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Business networking skills</li> <li>• Facilitating organizational consensus</li> <li>• Computation skills</li> <li>• Skills to review product deliveries based on the improved AE plan</li> <li>• Researching skills</li> <li>• Skills in price monitoring and analysis</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>activities are supervised</p> <p>7.4. Preparation of savings and capital build up plans are facilitated</p> <p>7.5 <b>Product development</b> is recommended based on market requirement</p> <p>7.6 <b>Product diversification</b> is suggested based on market requirements and agro-ecological conditions</p> <p>7.7 Study of <b>additional market</b> is led based on product supply capacity &amp; market requirement</p>	<ul style="list-style-type: none"> <li>• Data gathering, consolidation and analysis</li> <li>• Price behavior and price monitoring</li> <li>• Governance and accountability</li> <li>• Recordkeeping and internal control</li> <li>• Management structure, roles and responsibilities</li> <li>• Monitoring and reporting of the AE performance</li> <li>• Price monitoring process</li> <li>• Capital and business growth</li> <li>• Methods of savings and capital generation</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Expansive</li> <li>• Open-minded</li> <li>• Flexible</li> <li>• Committed</li> <li>• Hardworking</li> <li>• Passionate (motivated)</li> <li>• Accountable</li> <li>• Work oriented</li> <li>• Goodwill</li> <li>• Resourceful</li> <li>• Cooperative</li> <li>• Perseverance</li> <li>• Discipline</li> <li>• Responsibility</li> <li>• Transparency</li> </ul>	<ul style="list-style-type: none"> <li>• Documenting regular marketing activities</li> <li>• Setting up the management structure and operational system for AE in the organization</li> <li>• Supervision skills as applied in the setting up of the management structure and the record keeping for agroenterprise activities</li> <li>• Computation skills</li> <li>• Facilitation skills as applied in the savings and capital build up planning of the farmers</li> </ul>

## RANGE OF VARIABLES

VARIABLE	SCOPE
1. Information	Information includes but not limited to the following: 1.1 Crops commonly grown in the locality 1.2 Existing & Potential markets 1.3 Market information 1.4 Price 1.5 Trending
2. Guidelines	Guidelines includes but not limited to: 2.1 Resulting income 2.2 Available market 2.3 Commonly grown in the area 2.4 Production capacity 2.5 Sustainability
3. Production Data	Production Data includes but not limited to: 3.1 Farming Practices 3.2 Production Cost & Income 3.3 Marketing Practices
4. Data analysis	Data analysis includes but not limited to the following: 4.1 Yield results 4.2 Sales, cost and income 4.3 Breakeven levels 4.4 Financing requirement
5. Production module	Production module includes but not limited to: 5.1 Recommended farming practices 5.2 Production cost and income with financing plan 5.3 Technologies 5.4 Innovations
6. Product supply	Product supply includes but not limited to: 6.1 Number of production modules 6.2 Estimated Total Yield 6.3 Committed yield for group marketing 6.4 Number of farmers
7. Production program	Production program includes but not limited to: 7.1 Planting schedule 7.2 Market demand 7.3 Harvest schedule 7.4 Name of farmers 7.5 Production modules
8. Supply forecasting	Supply forecasting includes but not limited to: 8.1 Number of production modules 8.2 Estimated Total Yield 8.3 Committed yield for group marketing 8.4 Supply period 8.5 Buyer requirement 8.6 Number of farmers
9. Selected market actors	Selected market actors include at least: 9.1 Three traditional local buyers 9.2 Three traditional regional buyers 9.3 Three formal markets 9.4 Target BDS
10. Appropriate safety measures	Appropriate safety measures include but not limited to:

	<ul style="list-style-type: none"> <li>10.1 Handling of tools</li> <li>10.2 Handling of farm inputs</li> <li>10.3 Farming activities</li> <li>10.4 Pre and Post-production activities</li> </ul>
11. Workplace	Workplace include but not limited to: <ul style="list-style-type: none"> <li>11.1 Farm production area</li> <li>11.2 Farm post-production/ processing area</li> </ul>
12. Assessment	Assessment includes review of performance in: <ul style="list-style-type: none"> <li>12.1 Marketing</li> <li>12.2 Supply</li> <li>12.3 Management</li> <li>12.4 Finance</li> </ul>
13. Adjustment	Adjustment includes changes in the areas of: <ul style="list-style-type: none"> <li>13.1 Market plan</li> <li>13.2 Supply plan</li> <li>13.3 Management plan</li> <li>13.4 Financial plan</li> </ul>
14. Product development	Product development may include but not limited to : <ul style="list-style-type: none"> <li>14.1 Food processing</li> <li>14.2 Non-food processing</li> <li>14.3 By products</li> <li>14.4 Proper packaging and labeling</li> </ul>
15. Product diversification	Product diversification may include venturing into new or additional: <ul style="list-style-type: none"> <li>15.1 Crops</li> <li>15.2 Livestock</li> <li>15.3 Fishery products</li> </ul>
16. Additional market	Additional market may include but not limited to: <ul style="list-style-type: none"> <li>16.1 Formal market (corporate, institutional)</li> <li>16.2 Informal markets (no business documentation)</li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Guided product selection 1.2 Overseen in the development of Production Module 1.3 Coached in the preparation of supply plan 1.4 Lead Market Chain Study 1.5 Supported Occupational Safety and Health (OSH) implementation 1.6 Directed test marketing activities 1.7 Supported sustained marketing
2. Resource Implications	The following resources should be provided: 2.1 Actual or simulated workplace 2.2 Tools, materials, supplies and equipment to be used to demonstrate required tasks 2.3 Reference materials (manual, guide book)
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written exam 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 : MONITOR AND EVALUATE AGROENTERPRISE ACTIVITIES**

**UNIT CODE : AFF242304**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of AE Facilitator to monitor AE development program, assess the development and implementation of AE program, and recommend corrective measures and improvement.

<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 AE Development Program	1.1 <b>Partnership</b> Building is monitored according to agreed industry standards 1.2 <b>Farmers organization</b> is monitored according to functionality based on industry standards 1.3 AE Plan Implementation is <b>monitored</b> based on industry standards 1.4 Field monitoring report is prepared	<ul style="list-style-type: none"> <li>• Partnership Building Concept</li> <li>• Monitoring &amp; Evaluation tools and processes</li> <li>• Basic knowledge on computer</li> <li>• Community organizing</li> <li>• Types and characteristics of organization</li> <li>• Components of AE Plan</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Committed</li> <li>• Resourcefulness</li> <li>• Objective</li> <li>• Pro-active</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating Skills</li> <li>• Checking partnership building activities</li> <li>• Checking the functionality of farmers organization</li> <li>• Gathering of information</li> <li>• Computing skills</li> <li>• Data analysis</li> <li>• Documentation skills</li> <li>• Utilizing monitoring tools</li> </ul>
2. Assess the development and implementation of AE Program	2.1 Partnership Building is assessed according to agreed industry standards 2.2 Farmers organization is assessed according to functionality based on industry standards 2.3 AE Plan Implementation is evaluated based on industry practices	<ul style="list-style-type: none"> <li>• Compliance to partnership agreement</li> <li>• Procedures and guidelines in assessing partnership</li> <li>• Criteria of functional organization</li> <li>• Evaluation Tools</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Diligent</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the partnership building</li> <li>• Evaluating the functionality of the farmers organization</li> <li>• Assessing the AE Plan implementation</li> <li>• AE Plan Targets vs Accomplishments</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	2.4 Evaluation report is prepared based on industry procedure	<ul style="list-style-type: none"> <li>• Hardworking</li> <li>• Committed</li> <li>• Transparent</li> </ul>	
3. Recommend corrective measures and improvement	<p>3.1 Preventive, corrective measures and improvement on Partnership is advised based on the monitoring and evaluation results</p> <p>3.2 Improvement of <b>farmers organization</b> is recommended based on the monitoring and evaluation results</p> <p>3.3 Enhancement on AE Plan Implementation is recommended based on the monitoring and evaluation results</p>	<ul style="list-style-type: none"> <li>• Needs/gaps of partnership</li> <li>• Appropriate corrective measures</li> <li>• Improvement on Policies, systems and procedures (PSPs)</li> <li>• Enhancement of capacity building on organizational development</li> <li>• Information on future needs of business partners</li> <li>• Strategies to maintain business relationships</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Diligence</li> <li>• Hardworking</li> <li>• Committed</li> <li>• Transparent</li> <li>• Resourceful</li> <li>• Innovative</li> <li>• Patience</li> </ul>	<ul style="list-style-type: none"> <li>• Recommending corrective measures and improvement (policies, strategies) on partnership</li> <li>• Recommending improvement of farmers organization</li> <li>• Recommending the enhancement on AE Plan implementation</li> </ul>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>SCOPE</b>
1. Partnership	Partnership includes but not limited to: 1.1 SWG 1.2 LRT 1.3 National/local stakeholders 1.4 Academe 1.5 Financing institutions
2. Farmers Organization	Farmers Organization may include but not limited to: 2.1 Cooperative 2.2 Associations or ARB (Agrarian Reform Beneficiaries) 2.3 Clusters
3. Monitoring activities	Monitoring activities include but not limited to: 3.1 Quality and volume of products 3.2 Product Delivery & sales 3.3 Policies implementation 3.4 Business Financial Performance 3.5 Cluster leaders' monitoring reports

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Monitored AE Development Program 1.2 Assessed the development and implementation of AE Program 1.3 Recommended corrective measures and improvement
2. Resource Implications	The following resources should be provided: 2.1 Actual or simulated workplace 2.2 Training hall 2.3 Tools, materials, supplies and equipment to be used to demonstrate required tasks 2.4 Reference and manuals
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written exam 3.2 Demonstration 3.3 Oral questioning
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.



**BASIC COMPETENCIES**  
**24Hours**

<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. Utilize specialized communication skills	1.1 Meet common and specific communication needs of clients and colleagues	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Communication process</li> <li>○ Dynamics of groups and different styles of group leadership</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>	6 hrs.
	1.2 Contribute to the development of communication strategies	<ul style="list-style-type: none"> <li>• Identify different approaches to meet the needs of clients and colleagues</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>• Apply communication skills to fulfill job roles as specified by the organization</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>• Apply communication techniques in communicating with clients and colleagues               <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Feedback</li> <li>○ Interpretation</li> <li>○ Role boundaries setting</li> <li>○ Negotiation</li> <li>○ Establishing empathy</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 Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Describe strategies for internal and external dissemination of information</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
	1.3 Represent the organization	<ul style="list-style-type: none"> <li>Describe criteria for a good presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
	1.4 Facilitate group discussion	<ul style="list-style-type: none"> <li>Prepare presentation material for internal or external forums to promote the organization</li> <li>Use appropriate media to enhance the presentation</li> <li>Gather relevant information</li> <li>Apply values in facilitating differences in views</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	1.5 Conduct interview	<ul style="list-style-type: none"> <li>Describe communication strategies employed in interview situations</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>Conduct interview</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>Apply organizations procedure in maintaining records of interviews</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 Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Apply communication skills in receiving feedback and reporting, maintaining effective relationships and conflict management</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>• Apply team leadership skills to support colleagues:               <ul style="list-style-type: none"> <li>○ Planning skills</li> <li>○ Coaching and mentoring skills</li> <li>○ Reporting skills</li> <li>○ Facilitation skills</li> </ul> </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 Learning and development program 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>• Apply learning delivery methods in preparing learning and program goals and objectives</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 and prioritize personal development opportunities and options for career paths and competency standards in the industry</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> <li>• Use feedback system to identify and implement future learning arrangements improvements</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>• Assess and record outcomes and performance of individuals/teams</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>• Negotiate learning plan modifications for learning efficiency and effectiveness</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>• Maintain records and reports of competency</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> <li>• Use open communication processes to obtain and share information by team</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>• Apply decisions making skills in team agreed roles and responsibilities</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>• Demonstrate mutual concern and camaraderie in the team</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 Method	Nominal Duration
	2.5 Facilitate accomplishment of organizational goals	<ul style="list-style-type: none"> <li>• Describe team activities and communication processes</li> <li>• Apply individual and joint responsibility with team members</li> <li>• Prepare organizational goals in collaboration with team members</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstration</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Observation</li> <li>• Observation</li> </ul>	
3. Apply problem solving techniques in the workplace (Critical thinking and problem solving techniques)	3.1 Analyze the problem (Use system thinking)	<ul style="list-style-type: none"> <li>• Describe <ul style="list-style-type: none"> <li>○ organizational systems and functions</li> <li>○ help desk and maintenance practices</li> </ul> </li> <li>• Read <ul style="list-style-type: none"> <li>○ hardware and software products</li> <li>○ operating system</li> <li>○ client business domain</li> <li>○ industry practices on escalation procedures</li> <li>○ diagnostic tools</li> </ul> </li> <li>• Video presentation on applying problem solving techniques in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Oral evaluation</li> </ul>	4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Identify possible solutions	<ul style="list-style-type: none"> <li>• Apply in problem solving:               <ul style="list-style-type: none"> <li>○ Decision making skills</li> <li>○ Communication skills</li> <li>○ Teamwork</li> <li>○ Time management</li> <li>○ General customer service skills</li> <li>○ Questioning and active listening</li> </ul> </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 data for evaluated Issues/concerns</li> <li>• Use problem solving tools/analytical techniques to identify possible causes of problem</li> <li>• Apply possible options to consider in preparing:               <ul style="list-style-type: none"> <li>○ Resolution of the problem</li> <li>○ Strengths and weaknesses</li> <li>○ Corrective action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Demonstration</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Observation</li> <li>• Observation</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	<p>3.3 Recommend solution to higher management (Make judgment and decisions/ Solve problems )</p> <p>3.4 Implement solution</p> <p>3.5 Evaluate/Monitor results and outcome</p>	<ul style="list-style-type: none"> <li>• Prepare documentation to appropriate personnel: <ul style="list-style-type: none"> <li>○ communication or documentation Report</li> <li>○ Recommendations</li> </ul> </li> <li>• Coordinate follow-up if required</li> <li>• Identify <ul style="list-style-type: none"> <li>○ Measurable objectives</li> <li>○ Resource needs</li> <li>○ Timelines</li> </ul> </li> <li>• Read evaluative assessment of problem</li> <li>• Evaluate results and outcome of problem</li> <li>• Prepare and submit recommendations to superiors</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	
4. Collect, Analyze and Organize Information (access and	4.1 Study information requirements	<ul style="list-style-type: none"> <li>• Describe <ul style="list-style-type: none"> <li>○ Data processing, Information analysis and interpretation</li> </ul> </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 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
evaluate information)		<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Research methods:                   <ul style="list-style-type: none"> <li>– Qualitative</li> <li>– Quantitative</li> <li>– Statistical</li> </ul> </li> <li>○ Report writing</li> <li>○ Use of relevant software                   <ul style="list-style-type: none"> <li>– Spreadsheets</li> <li>– Presentation graphics</li> <li>– Work processor</li> <li>– Statistical package</li> </ul> </li> </ul> </li> <li>• Identify research procedures</li> <li>• Use relevant forms and recording systems to gather information</li> <li>• Conduct survey / research to selected respondents based on established procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li>   <li>• Lecture</li>   <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li>   <li>• Written examination</li>   <li>• Observation</li> </ul>	



<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
5. Plan and organize work (manage projects)	5.1 Set objectives	<ul style="list-style-type: none"> <li>• Describe Organization's strategic plan, policies rules and regulations, laws and objectives related to:               <ul style="list-style-type: none"> <li>○ work unit activities and priorities</li> <li>○ role of the work unit</li> </ul> </li> <li>• Video presentation on planning and organizing work</li> <li>• Prepare objectives consistent with work activities and according to organizational aims with:               <ul style="list-style-type: none"> <li>○ measurable targets</li> <li>○ realistic and attainable</li> <li>○ support and commitment of team members</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Video viewing</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Oral evaluation</li> <li>• Observation</li> </ul>	4 hrs.
	5.2 Plan and schedule work activities	<ul style="list-style-type: none"> <li>• Identify and prioritize tasks/work as directed</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 Method	Nominal Duration
	<p>5.3 Implement work plans</p> <p>5.4 Monitor work activities</p> <p>5.5 Review and evaluate work plans and activities</p>	<ul style="list-style-type: none"> <li>• Prepare tasking of activities with               <ul style="list-style-type: none"> <li>○ Set time frames</li> <li>○ Allocated Resources</li> <li>○ Schedule of work activities of concerned personnel</li> </ul> </li> <li>• Identify work methods and practices</li> <li>• Implement work plans with set time frames, resources and standards</li> <li>• Monitor:               <ul style="list-style-type: none"> <li>○ work activities with set objectives</li> <li>○ Work performance</li> </ul> </li> <li>• Use recommended format and reporting requirements in preparing report</li> <li>• Prepare report and recommendations of deviations from work activities</li> <li>• Use accurate, relevant and current information in the review and implementation of work plans and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Demonstration</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written examination</li> <li>• Observation</li> <li>• Observation</li> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Review outcomes of work plans and strategies in consultation to appropriate personnel</li> <li>• Prepare adjustments/simplifications on policies, processes and activities on results of review provided by concerned parties</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>	
		<ul style="list-style-type: none"> <li>• Prepare Performance appraisal report as per organization requirements</li> <li>• Prepare and present recommendations to appropriate personnel/authorities</li> <li>• Implement feedback mechanisms in line with organization policies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Demonstration</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Observation</li> <li>• Observation</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
6. Promote environmental protection	6.1 Study guidelines for environmental concerns	<ul style="list-style-type: none"> <li>• Describe               <ul style="list-style-type: none"> <li>○ environmental legislations/conventions and local ordinances                   <ul style="list-style-type: none"> <li>– International Environmental Protocols (Montreal, Kyoto)</li> </ul> </li> <li>○ Industrial standard/environmental practices                   <ul style="list-style-type: none"> <li>– Sanitary Code</li> <li>– Environmental Code of practice</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	2 hrs.
		<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Features of an environmental management strategy</li> <li>○ Waste minimization hierarchy</li> <li>○ Environmental planning/management</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>• Prepare environment research and analysis</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 Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Apply:               <ul style="list-style-type: none"> <li>○ 5S of Good Housekeeping</li> <li>○ 3Rs – Reduce, Reuse &amp; Recycle</li> </ul> </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>• Video presentation on Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
	6.2 Implement specific environmental programs	<ul style="list-style-type: none"> <li>• identify environmental programs/activities according to organizations policies and guidelines</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>• Perform individual roles/responsibilities based on the identified activities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation/Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply problem solving skill in resolving encountered problems/constraints according to organizations policies and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation/Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Coordinate environmental programs/ activities with stakeholders based on company guidelines</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 Method	Nominal Duration
	6.3 Monitor activities on environmental protection/ programs	<ul style="list-style-type: none"> <li>• Monitor activities on environmental protection/ programs</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>• Follow management support system in sustaining and enhancing the program</li> </ul>			
		<ul style="list-style-type: none"> <li>• Prepare environmental incidents report and submit to concerned / proper authorities</li> </ul>			
		<ul style="list-style-type: none"> <li>• Gather feedback from stakeholders on proposed program enhancements</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>• Evaluate and analyze findings for the enhanced program according to:               <ul style="list-style-type: none"> <li>○ gathered data</li> <li>○ submitted recommendations</li> </ul> </li> </ul>			

**COMMON COMPETENCIES**  
**75 Hours**

<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

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
		<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**  
**616 Hours**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Capacitate Farmers	1.1 Provide Capacity Building Interventions to farmers	<ul style="list-style-type: none"> <li>• Discuss Philippine Agricultural Situationer and Rural Development</li> <li>• Know the importance of Agroenterprise Development</li> <li>• Determined the different roles and functions of an Agroenterprise Facilitator</li> <li>• Identify ways to develop a TNA</li> <li>• Design a Training Needs Assessment</li> <li>• Collect data for TNA</li> <li>• Analyze data from TNA</li> <li>• Provide feedback to respondents</li> <li>• Identify possible training areas</li> <li>• Define capacity building program objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Workshop</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Exam</li> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demo</li> </ul>	<p><b>Total: 72 hrs</b> <b>C: 20 hrs</b> <b>F: 52 hrs</b></p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify the different effective facilitation skills</li> <li>• Determine the different adult learning principles</li> <li>• Discuss the concepts and process of module development</li> <li>• Develop a training plan</li> <li>• Discuss the series of AE courses both for field implementers and farmer leaders</li> </ul>			
	1.2 Lead in accessing capacity building services for farmers	<ul style="list-style-type: none"> <li>• Enumerate and describe types of service providers</li> <li>• Explain the relevant programs and services of different organizations</li> <li>• Describe the protocols of different organizations</li> <li>• Conduct actual project presentation</li> <li>• Discuss the different procedures in guiding</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role playing</li> <li>• Audio-visual presentation</li> <li>• Hands-on/ Simulation/Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Written examination</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		document preparation and packaging <ul style="list-style-type: none"> <li>• Guide AE practitioners in preparing documents</li> </ul>			
	1.3 Supervise accessing financial assistance	<ul style="list-style-type: none"> <li>• Enumerate cost items</li> <li>• Compute Costs</li> <li>• Enumerate and discuss types of financial services</li> <li>• Production Module Review</li> <li>• Compute break-even price, volume and ROI</li> <li>• Compute Profitability</li> <li>• Compute Liquidity</li> <li>• Financial Plan Analysis</li> <li>• Financial Plan Packaging</li> <li>• Discuss procedure on securing loan</li> <li>• Enumerate loan documents</li> <li>• Discuss basic policies of different types of Financial Providers</li> <li>• Agro enterprise Plan Packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Hands-on</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Question</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Securing collateral, purchase order, and marketing agreement</li> </ul>			
	1.4 Generate learning	<ul style="list-style-type: none"> <li>Identify Procedures in Documenting learning</li> <li>Discuss procedure in preparing learning documents</li> <li>Discuss types of compilation techniques</li> <li>Discuss partnership building or networking with partners, stakeholders and market</li> <li>Identify strategies to maintain partnerships</li> <li>Explain how to facilitate partnership building or renewal of partnerships</li> <li>Use learning in improving skills</li> </ul>	<ul style="list-style-type: none"> <li>Role playing</li> <li>lecture</li> <li>Discussion simulation</li> <li>Caselet</li> <li>presentations</li> <li>Audio-visual presentation</li> <li>FGD</li> </ul>	<ul style="list-style-type: none"> <li>Oral questioning</li> <li>Written exam</li> <li>Demonstration</li> </ul>	
2. Facilitate Engagement of the Agroenterprise Stakeholders	2.1 Select project site	<ul style="list-style-type: none"> <li>Identify the sources of data/documents required</li> <li>Explain the different methods and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Presentation</li> <li>Field visit</li> <li>Interview</li> <li>Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	<b>TOTAL: 204 HRS</b>  C: 60 hrs F: 144 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		procedures of data gathering <ul style="list-style-type: none"> <li>• Discuss techniques in conducting interviews, surveys, focus group discussion</li> <li>• Develop appropriate data gathering tools</li> <li>• Gather data</li> <li>• Explain the basic statistics and statistical analysis</li> <li>• Use appropriate statistical tool/s to analyze data</li> <li>• Analyze the data gathered</li> <li>• Discuss the procedures in using the data for choosing project site</li> <li>• Explain the criteria for choosing project site</li> <li>• Use data for choosing project site</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Hands-on/Simulation exercises</li> <li>• Powerpoint Presentation</li> </ul>		
	2.2 Organize Agroenterprise (AE) industry stakeholders	<ul style="list-style-type: none"> <li>• Conduct buy-in session</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> <li>• Illustration/Mapping</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss the overview of the agroenterprise clustering approach</li> <li>• Enumerate roles and responsibilities of AE industry stakeholders</li> <li>• Discuss the procedures in identifying AE industry stakeholders</li> <li>• Identify relevant AE industry stakeholders</li> <li>• Discuss effective communication skills</li> <li>• Discuss the different partnership principles</li> <li>• Discuss partnership building processes</li> <li>• Formulate MOA/MOU</li> <li>• Develop and present project proposals or any related document towards resource accessing</li> <li>• Establish local partnership for AE</li> <li>• Discuss Steps 1 (<i>Partnership Building, Site Selection and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Video/ Powerpoint Presentation</li> <li>• Field visit</li> <li>• Role playing</li> <li>• Hands-on</li> <li>• Exercise/ Practicum</li> <li>• Interview</li> <li>• Meetings</li> <li>• Consultation</li> <li>• Hands on/Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration/ Illustration</li> <li>• Interview</li> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p><i>Cluster Formation</i>) and 4 (<i>Cluster Commitment Setting</i>) of AE Clustering Approach</p> <ul style="list-style-type: none"> <li>• Identify the different tenancy status</li> <li>• Discuss criteria in forming clusters</li> <li>• Form farmers into cluster</li> <li>• Explain different profiling tools</li> <li>• Design appropriate profiling tool</li> <li>• Profile Farmers</li> <li>• Discuss different policies related to Agroenterprise</li> <li>• Explain the procedures in developing policies for AE</li> <li>• Develop agroenterprise policies</li> </ul>			
	2.3 Manage partnership sustainability	<ul style="list-style-type: none"> <li>• Identify different issues in implementing agroenterprise</li> <li>• Discuss procedures in analyzing and evaluating issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Caselet</li> <li>• Meetings</li> <li>• Consultation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> <li>• Interview</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Analyze and evaluate issues</li> <li>• Execute appropriate problem solving skill</li> <li>• Discuss the different policies in implementing Agroenterprise</li> <li>• Communicate policies</li> <li>• Enumerate the existing policies in implementing AE</li> <li>• Explain the updates or agreements for enhancement on the existing policies</li> <li>• Develop policy improvement</li> <li>• Enumerate types of conflicts</li> <li>• Discuss the essential skills in Conflict Management</li> <li>• Manage Conflict</li> </ul>			
	2.4 Lead the registration of informal farmer's organization	<ul style="list-style-type: none"> <li>• Discuss the components of strategic plan</li> <li>• Explain and demonstrate the</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Workshop</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral exam</li> <li>• Role playing</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		conduct of strategic planning <ul style="list-style-type: none"> <li>• Oversee the writing of strategic business plan</li> <li>• Discuss government's business regulatory requirements</li> <li>• Discuss advantages and benefits of formal business entity</li> <li>• Provide advise on the submission of necessary documents or requirements of appropriate agencies</li> <li>• Identify the approving and signing authority in the farmers' group</li> <li>• Discuss the compliance procedures</li> <li>• Discuss the system of checks and balances within the group</li> <li>• Oversee the documentation of the actual internal control measures as identified above</li> </ul>	<ul style="list-style-type: none"> <li>• Video Presentation</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss components of business operation systems</li> <li>• Design business process flow</li> <li>• Simulate the implementation of enhanced policies system and procedures</li> </ul>			
3. Mobilize Agroenterprise Community	3.1 Guide product selection	<ul style="list-style-type: none"> <li>• Explain the procedures of data collection and extraction</li> <li>• Extract existing products and markets from farmers information profile</li> <li>• Discuss criteria in screening list of products</li> <li>• Explain the shortlisting of products</li> <li>• Come up with shortlist of prioritized and screened products</li> <li>• Explain the process of getting consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Workshop</li> <li>• Field visit</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Questioning</li> </ul>	<b>Total: 256 hrs</b> <b>C: 76 hrs</b> <b>F:180 hrs</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Agree on the list of selected products to be produced</li> </ul>			
	3.2 Oversee in the development of Production Module	<ul style="list-style-type: none"> <li>• Enumerate the different methods of Data Gathering</li> <li>• Discuss the guideline for data gathering</li> <li>• Enumerate the different sources of data</li> <li>• Explain the techniques in conducting Key Informant Interview</li> <li>• Compute production cost &amp; income</li> <li>• Farmers are assisted in documentation of best practices resulting from benchmarked data</li> <li>• Discuss the process to collate, tabulate and analyze data</li> <li>• Explain the methods and procedure of data analysis</li> <li>• Analyze data on the best farming practices that can be recommended</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Field Visit</li> <li>• Role play</li> <li>• Workshop</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Hands-on</li> <li>• Computation</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the process of preparing production module</li> <li>• Prepare template for recommended farming practices</li> <li>• Explain good agriculture practice (GAP)</li> <li>• Discuss climate risk management strategies</li> <li>• Prepare and Analyze Production Cost &amp; Income</li> <li>• Design production module according to industry standards</li> <li>• Explain the process of validating the production module</li> <li>• Discuss the importance of participatory decision making for the production module</li> <li>• Validate the production module</li> <li>• Explain the process of finalizing the production module</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Analyze Production Cost &amp; Income</li> <li>• Finalize production module according to industry standards</li> </ul>			
	3.3 Coach in the preparation of supply plan	<ul style="list-style-type: none"> <li>• Explain projection methods</li> <li>• Discuss market requirements and market-supply matching</li> <li>• Explain the methods of computing the volume of product supply</li> <li>• Estimate product supply based on market requirement and farmers committed supply</li> <li>• Discuss the process of preparing production program</li> <li>• Determine the quantity of product to be consolidated for group marketing</li> <li>• Formulate product supply Plan Program</li> <li>• Explain the importance of organizing supply</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play (Interviews)</li> <li>• Demonstration</li> <li>• Workshop</li> <li>• Presentation</li> <li>• Computation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		and assessing product availability <ul style="list-style-type: none"> <li>• Discuss the methods of monitoring farm production status</li> <li>• Forecast supply volume based on projected quantity and quality required in the market</li> </ul>			
	3.4 Lead the Market Chain Study	<ul style="list-style-type: none"> <li>• Discuss leadership roles and responsibilities in learning and group action</li> <li>• Explain adult learning processes</li> <li>• Introduce the basic concept of marketing, the market chain with its actors and product flow through the chain</li> <li>• Enumerate methods in data gathering, consolidation and analysis</li> <li>• Identify the actors and activities in the market chain</li> <li>• Draw the market map from farmer to</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visual presentation</li> <li>• Hands-on</li> <li>• Visual aids</li> <li>• Role-playing</li> <li>• Field visit (markets and BDS)</li> <li>• Demo Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		buyers/consumers showing market actors and flow of the product in the market chain <ul style="list-style-type: none"> <li>• Assess the selected potential buyers and BDS providers to visit and interview</li> <li>• Discuss effective organizing and team building</li> <li>• Explain rapid market appraisal in studying markets</li> <li>• Discuss the process of communicating to the potential buyers and BDS regarding the market visit and its purpose</li> <li>• Explain activity planning and organizing: the tasking as interviewer, recorder and observer among the LRT members during the actual interview, and the preparation of the logistics for the market visit</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss the interview questions and tips in conducting the interview</li> <li>• Show how to conduct the interview of buyers and BDS</li> <li>• Discuss how to consolidate data from the interview and observation gathered from the market visit</li> <li>• Organize the market visits</li> <li>• Discuss marketing concepts to include supply and demand, marketing practices and strategies, value addition and value chain relationships</li> <li>• Discuss the analysis of the consolidated interview and observation results as basis to select buyers and BDS providers to engage</li> <li>• Explain marketing projections of sales, costs and income</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Give examples of various marketing arrangements with buyers and BDS providers</li> <li>• Explain market negotiation</li> <li>• Examine the engagement of buyers and BDS providers</li> </ul>			
	3.5 Support Occupational Safety and Health (OSH) implementation	<ul style="list-style-type: none"> <li>• Discuss the importance of occupational safety and health in the workplace</li> <li>• Coordinating the orientation on OSH</li> <li>• Discuss the hazards in their specific workplaces and in their particular tasks</li> <li>• Check if OSH is being practices</li> <li>• Discuss the appropriate safety measures particular to their specific workplaces and in their particular tasks-</li> <li>• Guide the farmers to establish appropriate safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Presentation</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Video</li> <li>• Workshop</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
	3.6 Direct test marketing activities	<ul style="list-style-type: none"> <li>• Discuss supervision – theory and principles</li> <li>• Explain the importance of preparatory activities in successful test marketing</li> <li>• Introduce participatory business planning and organizing</li> <li>• Explain the formulation of an agroenterprise objective for group marketing</li> <li>• Discuss the importance of commitment to an agroenterprise objective for successful group marketing</li> <li>• Review market arrangements with engaged buyers and BDS providers and the commitment in the supply plan</li> <li>• Discuss the preparation of an AE plan and the business action schedules that guide the test marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visual presentation</li> <li>• Case study/ analysis</li> <li>• Exercises</li> <li>• Role play</li> <li>• Hands-on</li> <li>• On the job coaching</li> <li>• Testimonies</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>• Supervise a complete test marketing preparation</li> <li>• Discuss the management of operations from farm to the buyers</li> <li>• Explain product consolidation and product delivery</li> <li>• Explain product quality management and the procedures to include but not limited to cleaning, sorting, grading, packing, labeling</li> <li>• Explain traceability and the tagging and coding of packaged products for traceability</li> <li>• Explain recordkeeping of marketing transactions</li> <li>• Supervise the selling of consolidated products</li> <li>• Discuss the assessment process and its importance</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain post-test marketing assessment</li> <li>• Discuss contingency planning and corrective actions</li> <li>• Explain the process to conduct post-test marketing assessment</li> <li>• Guide the conduct of the post-test marketing assessment</li> </ul>			
	3.7 Support sustained marketing	<ul style="list-style-type: none"> <li>• Explain the importance of evaluation to guide planning for business sustainability</li> <li>• Discuss the process of AE evaluation through reflection</li> <li>• Explain value chain upgrading and business networking for sustained marketing</li> <li>• Discuss consensus building for renewed commitment in continued marketing</li> <li>• Explain the process to adjust and improve the AE plan for sustained marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Visual presentation</li> <li>• Role play</li> <li>• Exercise</li> <li>• Hands-on</li> <li>• On the job coaching</li> <li>• Case study/ caselet</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Compute for the sales, cost and income</li> <li>• Review the AE plan improvement</li> <li>• Explain strategies in managing good market relations</li> <li>• Discuss management for operational efficiency</li> <li>• Discuss price monitoring and how to set up a price monitoring system</li> <li>• Review recordkeeping and documentation of the marketing transactions</li> <li>• Review product deliveries based on the improved AE plan</li> <li>• Discuss governance and accountability</li> <li>• Explain the importance of internal controls</li> <li>• Explain management structure, roles and responsibilities</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the importance of price monitoring</li> <li>• Discuss the importance of recording and reporting in agroenterprise sustainability</li> <li>• Supervise the setting up of the management structure and the recordkeeping of agroenterprise activities</li> <li>• Discuss the importance of savings for the individual and capital build up for the organization</li> <li>• Explain best practices and examples of internal capital generation</li> <li>• Facilitate the farmers can agree on a plan to generate savings and capital build-up</li> </ul>			
4. Monitor and Evaluate Agroenterprise Activities	4.1 Monitor AE Development Program	<ul style="list-style-type: none"> <li>• Explain the Partnership Building Concepts and activities</li> <li>• Explain the concepts of M &amp; E</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Presentation</li> <li>• Workshop</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Written &amp; oral exam</li> <li>• Documentation</li> <li>• Written</li> </ul>	<p><b>Total: 84 hrs</b></p> <p><b>C: 24 hrs</b></p> <p><b>F: 60 hrs</b></p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss the Monitoring &amp; evaluation tools and processes</li> <li>• Check presence of partnership building activities</li> <li>• Explain the concepts and processes of community organization</li> <li>• Discuss the types and characteristics of an organization</li> <li>• Identify the status and activities of the farmers organization</li> <li>• Identify and explain the components of AE Plan</li> <li>• Explain the importance of data gathering</li> <li>• Discuss the monitoring tools and processes to be used</li> <li>• Administer the monitoring tools</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork</li> <li>• Field visit</li> <li>• Discussion</li> <li>• FGD</li> <li>• Video Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Questioning</li> </ul>	
	4.2 Assess the development and implementation of AE Program	<ul style="list-style-type: none"> <li>• Discuss the roles and responsibilities of partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Power point Presentation</li> <li>• FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral Questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the procedures and guidelines in assessing partnership</li> <li>• Compare the plan vs. actual implementation</li> <li>• Explain the criteria of a functional organization</li> <li>• Discuss the evaluation tools</li> <li>• Evaluate the farmers organization based on functionality</li> <li>• Compare the AE Plan targets with the accomplishments</li> <li>• Analyze the results of the AE Plan comparative data</li> </ul>			
	4.3 Recommend corrective measures and improvement	<ul style="list-style-type: none"> <li>• Identify the needs/gaps of partnership</li> <li>• Explain the corrective measures</li> <li>• Administer the appropriate corrective measures on partnership</li> <li>• Discuss the improvements on PSPs</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Workshop</li> <li>• Power point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral Questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the enhancement of capacity building on organizational development</li> <li>• Propose the enhancement of the farmers' organization</li> <li>• Identify gaps and issues on AE Plan implementation</li> <li>• Explain information on future needs of business partners</li> <li>• Identify and discuss the strategies to maintain business relationships</li> <li>• Propose improvement on the AE Plan implementation</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 Institution- Based:**

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work 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** - where training is implemented within the organization/institution in accordance with the requirements of the specific organization/institution. 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.

**2.3 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.

### 3.3 TRAINEE ENTRY REQUIREMENTS

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

- At least senior high school level or holder of AE NC III
- Can communicate both orally and in writing
- Can perform mensuration and calculation

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### AGROENTREPRENEURSHIP NCIV

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

TOOLS		EQUIPMENT		MATERIALS	
QTY.		QTY		QTY.	
1pc	Scissor	1 set	LCD & white cloth	25 pcs	Marking pens (permanent)
1pc	Stapler	1 unit	computer		
		1 unit	printer	5 pcs	Marking pens (whiteboard)/ chalk
1 pc	Puncher	1 set	Portable speaker with microphone	25 pcs	Ballpens
5 pcs	Calculator	1 unit	Camera phone	25 pcs	Pencils
		1 unit	White/ black board	5 sets	Crayon (8 pcs/box)
				25 pcs	Notebooks
				5 pcs	Masking tape (1 inch)
				5	Glue
				1 roll	Flipchart
				100 pcs	Manila paper
				25 pcs	Cartolina
				1 pc	Record book
				2reams	Bond paper
				1 box	Staple wire
				1 pc	Meter tape
				1 set	Printer Ink (black & colored)
				5 samples	Production inputs (e.g., seeds, Fertilizers, chemicals)
				5	Reference materials (manual, guide book)

### 3.5 TRAINING FACILITIES

#### AGROENTREPRENEURSHIP NC IV

Based on a class intake 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 Working Space</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, - wash room, and - store room - rest room (male, female &amp; PWD)</li> </ul>	2 x 1		2.00	
	4 x 4		16.00	
	3 x 4		12.00	
<b>B.Demo Farm *</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 NCIV** should possess the following:

- Must be a holder of NTTC Level 1 (NC+TM 1) in Agroentrepreneurship NC IV
- Must have 2 years job/industry experience in Agroentrepreneurship for the last 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 ARRANGEMENT

*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 A National Certificate (NC) is issued when a candidate has demonstrated competence in all the units of competency that comprise the Training Regulations for AGROENTREPRENEURSHIP NCIV as follows:

<b>BASIC COMPETENCIES</b>
Utilize specialized communication skills
Develop teams and individuals
Apply problem solving techniques in the workplace
Collect, analyze and organize information
Plan and organize work
Promote environmental protection
<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>
Capacitate Farmers
Facilitate Engagement of the Agroenterprise Stakeholders
Mobilize Agroenterprise Community
Monitor and Evaluate Agroenterprise Activities

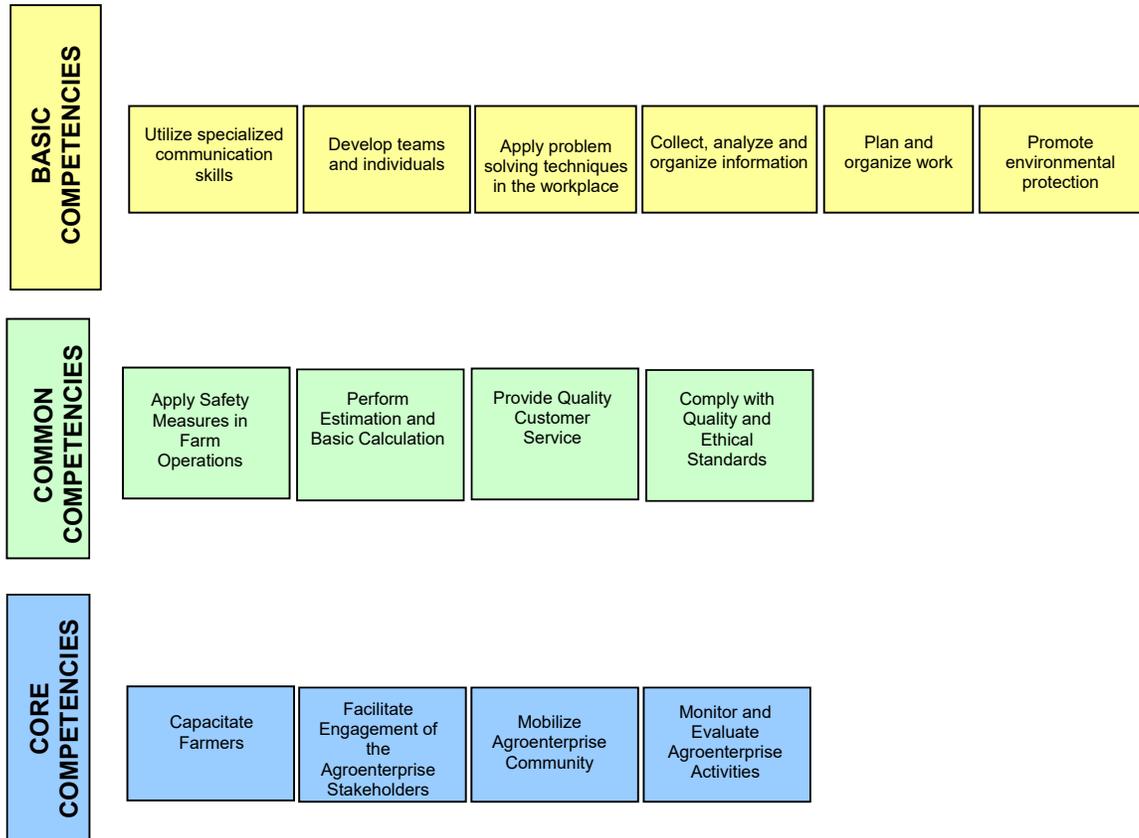
- 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

- 4.1.3 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 facilitating Agroenterprise development or any related field (wage employed or self-employed).
- 4.1.4 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.
- 4.1.5 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



## 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. **Agroenterprise objective** A one sentence statement that summarizes the targets for sales to the selected buyers, supply from the clustered farmers, and projected net marketing income.
3. **Agroenterprise plan** is a business plan for collective marketing that is comprised of four component plans, namely: market plan, supply plan, management plan and financial plan.
4. **AE service providers** is an organization, business or individual which offers services on agro-enterprise to others in exchange for payment.
5. **Business action schedule** A list of implementation activities needed to translate an agroenterprise plan into an actual marketing of the products.
6. **Business Development Services (BDS)** The services that are necessary for the value chain to function. They include market information, market linkages, research, extension and advisory services, credit and financial services, warehousing, input supply (seeds, fertilizers, etc), transport, certification and so on.  
  
Development service institutions present in the community providing support services needed in farming activities like financial, farm inputs, pre- and post-harvest facilities, capacity development interventions.
7. **Capacity building need** is a planned development of (or increase in) knowledge, output rate, management, skills, and other capability requirement of an individual, organization or community through acquisition, incentives, technology, and/or training.
8. **Capacity building program** is a planned series of activities in developing and strengthening the skills, instincts, abilities, processes and resources that an individual, organizations or communities need to survive, adapt, and thrive in the fast-changing world.
9. **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.
10. **Clusters** is a group of 10-15 smallholder farmers who owned a farm or lease a farm that is family operated, willing to consolidate some portion of their crop for collective marketing.
  11. **Collective Marketing** Is the act of organizing small holder farmers in combining their produce to have a bigger volume and satisfy the requirement of a particular market/buyer.  
  
is where a number of growers work together to sell their combined crops.
  12. **Engaged buyers and BDS providers** are the ones chosen after the interview and observation done during the market visits because they provide benefits of added income or are less risky to engage.
  13. **Farmers** Refers to farmer-member and cluster leader.
  14. **Field activities/ field work** practical work/activities conducted by a student/trainee in the natural environment, rather than in a room.
  15. **Financial plan** is a comprehensive evaluation of an investor's current and future financial state by using currently known variables to predict future cash flows, asset values and withdrawal plans.
  16. **Formal markets** A category of buyers characterized by their formal arrangement with farmers before buying their product, and negotiate prices that are agreed before a transaction is done.
  17. **Functional organization** Is an organization with the following characteristics:
    - Registered either CDA, SEC, or DOLE
    - With Vision, Mission, Goals and Objectives
    - With services offered to members
    - With active set of officers and Management Staff
    - With functional Committees
    - With PSPs installed, implemented and updated
    - Conduct regular meetings
  18. **Learnings** is defined as knowledge gained from experience.
  19. **Local Research Team (LRT)** is composed of selected cluster leaders and facilitators for a total of 4 to 6 members. Of which 50% are farmers.

A team comprised of at least two farmers and representatives of local institutions supporting an agroenterprise who are tasked to gather and organize information on product supply and markets for use in business planning, as well as presentation of all collective business planning information to the farmers in the AE development process.

- 20. Market chain** Term used to describe the multiple market channels through which market actors function to move a product or service towards the consumers.
- 21. Market chain actors** These are actors who undertake activities in the market chain. They are comprised of two kinds: (a) main chain actors or the actors who produce and those that add value to a product through buying and selling up until it reaches the final consumer, and (b) business development services which are the service providers that serve the needs of the main chain actors and support the market chain to function effectively and efficiently.
- 22. Market chain study** It is a process to gather information on the market actors (both buyers and BDS providers), their marketing activities, costs and margins, and constraints and opportunities related to the movement of the selected product from the farmers up to the consumers.
- 23. Market mapping** The drawing or a flow chart that illustrates the market actors, their linkages with one another and their core activities to deliver a product to the buyers.
- 24. Partnership Building activities** Partnership building activities may include:  
- MOA /MOU signing  
- Establish structure  
- Regular Meetings
- 25. Post-test market assessment** It is a review after every sale of at least the first three test product deliveries that is focused on the differences between actual and planned results as specified in the agroenterprise plan.
- 26. Practicum** a specialized field of study, that is designed to give students/ trainees supervised practical application of a previously or concurrently studied theory.
- 27. Production Module** a unit of measure in farm production that includes the recommended farming practices, and cost and returns with financing plan.

- 28. Site Working Group (SWG)** The Local partner institution that are willing to provide the of support to catalyze and assist the agroenterprise development process with the farmer.
- 29. Smallholder farmers**
- On agriculture:  
Smallholder Farmers are farmers with farmlands 3 hectares and below:
- On aquaculture:  
Small scale commercial fishing - fishing with passive or active gear utilizing fishing vessels of 3.1 gross tons (GT) up to twenty (20) GT
- On livestock:  
Most small farms usually keep 1 or 2 head of cattle mainly for draught, Raising of buffalo is predominantly a backyard activity with 99.8 percent of the total population in the hands of smallholders, mainly the rice farmers. Each farm raises 1-3 buffalo according to the area they cultivate.
- On Processed Products and as Business Firms (based on assets)  
Micro - up to P3,000,000  
Small - P3,000,001 - P15,000,000
- 30. Standard protocols** are mandated, fixed procedure for completing a task.
- 31. Traceability** A system by which a product is tagged, such that it can be traced from source of origin to final user. This process may become mandatory in formalized food markets.
- 32. Traditional buyers** A category of buyers with the common characteristics of having no formal arrangements with farmers before buying their product, and taking part in spot trading where prices can change daily or hourly based on supply and demand.
- 33. Value addition** Refer to activities that increase the value of a product or service as it flows along the market chain towards the consumers.
- 34. Value chain** Term used to describe a collaboration of market actors to build a mutually beneficial relationship to capture and share value addition.

**35. Value chain upgrading**

Refer to incremental improvements of products, process and linkage that creates more value leading to increase in earnings and a relative advantage over competitors of the business.

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