TRAINING REGULATIONS

DOMESTIC WORK NC II

SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

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

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

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

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

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

Each TR has four sections:

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

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

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

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

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SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

DOMESTIC WORK NC II

TRAINING REGULATIONS FOR
DOMESTIC WORK NC II

SECTION 1   DEFINITION OF QUALIFICATION

The **DOMESTIC WORK NC II** Qualification consists of competencies that a person must achieve to clean living room, dining room, bedroom, bathroom and kitchen; wash and iron clothes, linen and fabric; prepare hot and cold meals; and provide food and beverage service.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

Unit Code	COMMON COMPETENCIES
SOC514201	Maintain an effective relationship with client/customer
SOC514202	Manage own performance

Unit Code	CORE COMPETENCIES
SOC913301	Clean living room, dining room, bedroom, bathroom and kitchen
SOC913302	Wash and iron clothes, linen and fabric
SOC913303	Prepare hot and cold meals
SOC913304	Provide food and beverage service

Unit Code	ELECTIVE COMPETENCIES
SOC913401	Assist in the care of animals
SOC913402	Provide animal care hygiene routines
AGR611376	Trim and prune landscape plants
AGR611377	Perform weeding and cultivation
AGR611379	Water/irrigate plants
AGR611380	Control and prevent plant pest and diseases

A person who has achieved this Qualification is competent to be:
- ❑ **Domestic Worker**
- ❑ **Houseboy**
- ❑ **Housemaid**
- ❑ **Housekeeper**
- ❑ **Hand-launderer**
- ❑ **Helper, Kitchen**
- ❑ **Cleaner, Hotel**

SECTION 2   COMPETENCY STANDARDS

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

BASIC COMPETENCIES

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

UNIT CODE   :   **400311210**

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311211**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE **:** **400311212**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine *problems or procedural problem* areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, *documented*, ranked and presented to *appropriate person* for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures 2.3 Identifying operating systems 2.4 Identifying current industry standard diagnostic tools

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.5 Describing common malfunctions and resolutions 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are *planned* 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate Person	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **DEVELOP CAREER AND LIFE DECISIONS**

UNIT CODE : **400311213**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 *Self-management strategies* are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and *unpleasant situation* in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-Management Strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant Situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

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

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

UNIT CODE : **400311214**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
the workplace	3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas 3.3 *Reporting skills* are likewise used to communicate results 3.4 *Current Issues and concerns* on the systems, processes and procedures, as well as the need for simple innovative practices are identified	3.2 Positive impacts and challenges in innovation 3.3 Types of changes and responsibility 3.4 Seven habits of highly effective people 3.5 Basic research skills	3.2 Involvement 3.3 Identifying the positive impacts and the challenges of change and innovation 3.4 Providing examples of the types of changes that are within and outside own scope of responsibility 3.5 Communicating ideas for change through small group discussions and meetings 3.6 Demonstrating skills in analysis and interpretation of data

RANGE OF VARIABLES

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

VARIABLE	RANGE
5. Reporting Skills	May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation 5.4 Coherent writing 5.5 Speaking

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/ information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/ procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/ procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct
2. Assess gathered data/ information	2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information 2.3 Trends and anomalies are identified 2.4 ***Data analysis techniques*** and procedures are documented 2.5 Recommendations are made on areas of possible improvement	2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 Organisational values, ethics and codes of conduct	relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/information are recorded 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset 3.4 Findings are presented to stakeholders	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data Analysis Techniques	May include: 1.1 Domain analysis 1.2 Content analysis 1.3 Comparison technique

EVIDENCE GUIDE

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

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

UNIT CODE : **400311216**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 **Non-compliance work activities** are reported to appropriate personnel	3.1 OSH work standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations non-compliance work activities	3.1 Applying communication skills 3.2 Applying interpersonal skills 3.3 Applying troubleshooting skills 3.4 Applying critical thinking skills 3.5 Applying observation skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311217**

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

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

	discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel		3.4 Applying observation Skills 3.5 Practicing Environmental Awareness

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311218**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Apply entrepreneurial workplace best practices	1.1 ***Good practices*** relating to workplace operations are observed and selected following workplace policy
	1.2 Quality procedures and practices are complied with according to workplace requirements
	1.3 Cost-conscious habits in ***resource utilization*** are applied based on industry standards
		1.1 Workplace best practices, policies and criteria
		1.2 Resource utilization
		1.3 Ways in fostering entrepreneurial attitudes:
		  1.3.1 Patience
		  1.3.2 Honesty
		  1.3.3 Quality-consciousness
		  1.3.4 Safety-consciousness
		  1.3.5 Resourcefulness
			1.1 Applying communication skills
			1.2 Complying with quality procedures

2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to ***appropriate person***
	2.2 Observed quality procedures and practices are communicated to appropriate person
	2.3 Cost-conscious habits in resource utilization are communicated based on industry standards
		2.1 Workplace best practices, policies and criteria
		2.2 Resource utilization
		2.3 Ways in fostering entrepreneurial attitudes:
		  2.3.1 Patience
		  2.3.2 Honesty
		  2.3.3 Quality-consciousness
		  2.3.4 Safety-consciousness
		  2.3.5 Resourcefulness
			2.1 Applying communication skills
			2.2 Complying with quality procedures
			2.3 Following workplace communication protocol

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

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

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENT/CUSTOMER**

UNIT CODE : **SOC514201**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 ***Personal presence*** maintained according to ***employer standards*** 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 Stance 1.2 Posture 1.3 Grooming 1.4 Standing Orders 1.5 Company Policy and Procedures 1.6 Kasambahay Law - Standard Employment Contract - Workers' Rights and Privileges - Pre-Employment Requirements - Working Conditions - Barangay registrations - Workers' social and other benefits 1.6 Environment Control - Proper waste management - Reduce, Re-Use, Re-Cycle - 5S	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in according to required standards 1.3 Keeping visible work area tidy and uncluttered 1.4 Storing equipment according to assignment requirements

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Meet client requirements	2.1 ***Client requirements*** identified and understood by referral to the ***assignment instructions*** 2.2 Client requirements met according to the assignment instructions 2.3 Changes to ***client's needs and requirements*** monitored and ***appropriate action taken*** 2.4 All communication with the ***client*** or customer is clear and complies with assignment requirements	2.1 Assignment instructions 2.2 Post orders 2.3 Reviewing assignment instructions 2.4 Discussion techniques with client/customer 2.5 Implementing required changes 2.6 Referral to appropriate employer/personnel 2.7 Clarification of client needs and instructions	2.1 Identifying assignment instructions and post orders according to standard procedures 2.2 Accomplishing scope to modify instructions/orders in the light of changed situations 2.3 Meeting client requirements according to the assignment instructions 2.4 Monitoring and appropriating action is taken in changes to client's needs and requirements 2.5 Clearing and complying with assignment requirements of all communications with the client or customer
3. Build credibility with clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client dissatisfaction identified, dealt with and recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	4.1 Types of client 4.2 Main components of client relationship 4.3 Relative intelligence 4.4 Effect on customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management 4.7 Occupational health and safety	4.1 Demonstrating the ability to establish professional relationship with client 4.2 Demonstrating the ability of genuine concern for the welfare of the clients 4.3 Demonstrating the ability required in handling clients 4.4 Demonstrating the ability required in rendering client service skills
5. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately 5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times	5.1 Manage client interactions 5.2 Causes of client/customer dissatisfaction 5.3 Assignment Instructions 5.4 Reporting procedures	5.1 Demonstrating ability to do attention to detail when completing client/employer documentation 5.2 Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3 Demonstrating ability to do customer service skills required to meet client/customer needs

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate**:** 1.1 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client or customer needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients.
2. Resource Implications	The following resources should be provided: 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through**:** 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **MANAGE OWN PERFORMANCE**

UNIT CODE : **SOC514202**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 ***Tasks*** accurately identified 1.2 Priority allocated to each task 1.3 Time lines allocated to each task or series of tasks 1.4 Tasks deadlines known and complied with whenever possible 1.5 Work schedules are known and completed with agreed time frames 1.6 Work plans developed according to assignment requirements and employer policy 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons	1.1 Assignment instructions 1.2 Verbal instructions 1.3 Policy documents 1.4 Duty statements 1.5 Self-assessment 1.6 Daily tasks 1.7 Weekly tasks 1.8 Regularly or irregularly occurring tasks 1.9 Allocating priority and timelines	1.1 Identifying tasks accurately according to instructions 1.2 Developing work plans according to assignment requirements and employer policy 1.3 Allocating priority and timelines to each task 1.4 Determining tasks deadlines and comply with whenever possible 1.5 Determining and completing work schedules according to agreed time frames
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed ***performance standards*** 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards 2.3 Guidance from management applied to achieve or maintain agreed standards 2.4 Standard of work clarified and agreed according to employer policy and procedures	2.1 Monitoring personal performance 2.2 Determining performance standards 2.3 Interpreting work standards 2.4 Quality of work	2.1 Monitoring personal performance continually against agreed performance standards 2.2 Seeking advice and guidance when necessary to achieve or maintain agreed standards 2.3 Applying guidance from management to achieve or maintain agreed standards

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.4 Clarifying and agreeing on standard of work according to employer policy and procedures
3. Build credibility with customers/ clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending with and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

RANGE OF VARIABLES

VARIABLE	RANGE

1. Tasks	1.1 May be identified through:
	       1.1.1 Assignment Instructions
	       1.1.2 Verbal Instructions by Senior Staff/household members
	       1.1.3 Policy Documents
	       1.1.4 Duty Statements
	       1.1.5 Self-Assessment
	1.2 May be:
	       1.2.1 Daily tasks
	       1.2.2 Weekly tasks
	       1.2.3 Regularly or irregularly occurring tasks

2. Performance Standards	May include: 2.1 Assignment Instructions 2.2 Procedures established in policy documents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.4 Planned for completion of own workload 1.5 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.6 Demonstrated capacity to complete task within specified time frame 1.7 Maintained quality of own performance
2. Resource Implications	The following resources should be provided: 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and makers'/customers' instructions 2.9 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Demonstration 3.3 Observation 3.4 Questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or in a simulated work setting

CORE COMPETENCIES

UNIT OF COMPETENCY **:** **CLEAN LIVING ROOM, DINING ROOM, BEDROOM, BATHROOM AND KITCHEN**

UNIT CODE **:** **SOC913301**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills, and attitudes required in cleaning living room, dining room, bedroom, bathroom and kitchen. It includes the cleaning of surfaces and floors, cleaning of furnishings and fixtures, making up beds and cots, cleaning of bathroom, sanitizing rooms and maintaining clean room environment.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Clean surfaces and floors	1.1 Appropriate ***removal/cleaning equipment, supplies, materials,*** procedures and techniques are used in accordance with soil and litter types and established
	1.2 All ***wastes*** are removed from surface based on ***procedures.***
	1.3 Suitable maintenance procedures are selected and applied based on identified ***floor types and surface textures***.
	1.4 Cleaning, polishing and sweeping are performed according to standard operating procedures.
	1.5 Cleaning, polishing and sweeping equipment, supplies and materials are used following safety procedures and manufacturer's specifications.
	1.6 Cleaning/polishing equipment is cleaned after use in accordance with relevant safety procedures and manufacturer's instructions.
		1.1 Types/ Uses/ Functions of Cleaning Equipment, Supplies and Materials
		1.2 Waste Disposal Procedures
		  1.2.1 Environmental risks
		  1.2.2 Health and related effects of unclean areas
		  1.2.3 Chemical and other solution related effects and reactions for cleaning surfaces
		1.3 Types and Characteristics of Floors/Surfaces
		1.4 Method of Removing Suitable Dirt/ Stain
		1.5 Glass Types, including defects
		1.6 Methods of Identifying Stains, Mud, Dirt and Grease
		1.7 Stain Removal Techniques
		1.8 Procedures in Arranging Furniture
		1.9 Cleaning/Polishing and Sweeping Materials and Equipment
			1.1 Interpersonal Skills
			1.2 Keen on details
			1.3 Cleaning Skills
			1.4 Decanting Chemicals
			1.5 Equipment Operation and Cleaning
			1.6 Communication Skills
			1.7 Handling and Disposing of Chemicals
			1.8 Waste Handling and Disposal
			1.9 Work Planning and Organization Skills
			1.10 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.7 All cleaning, polishing, sweeping materials and equipment are stored as per standard operating procedures (SOPs). 1.8 Routine maintenance is carried out as per SOPs.	1.10 Cleaning, Polishing and Sweeping Procedures 1.11 Maintenance and Storing of Cleaning/Polishing Equipment	

2. Clean furnishing and fixtures	2.1 ***Furnishings and fixtures*** are cleaned in accordance with standard operating procedures.
	 2.2 Furniture positioned based on comfort and convenience and room lay out.
	 2.3 Equipment is cleaned after use in accordance with relevant safety and manufacturer's instructions.
	 2.4 All cleaning materials and equipment are stored following SOPs.
	 2.5 Routine maintenance is carried out or arranged as per standard operating procedures
		2.1 Procedures in cleaning, arranging furniture:
		   2.1.1 Aesthetics Principles
		   2.1.2 Types and uses of cleaning agents
		   2.1.3 Chemical reactions to other substance
		   2.1.4 Chemical compatibility/incompatibility
		 2.2 Types and Characteristics of Furniture and Furnishings
		 2.3 Procedures in cleaning maintaining room furniture and furnishings
			2.1 Interpersonal Skills
			 2.2 Keen on details
			 2.3 Cleaning Skills
			 2.4 Decanting Chemicals
			 2.5 Equipment Operation and Cleaning
			 2.6 Communication Skills
			 2.7 Handling and Disposing of Chemicals
			 2.8 Waste Handling and Disposal
			 2.9 Work Planning and Organization Skills
			 2.10 Documentation Skills
			 2.11 Arranging Furniture

3. Make up beds and cots	3.1 Mattress is aired, freed from dust and vacuumed in accordance with SOPs.
	 3.2 Soiled linens and pillowcases are replaced in accordance with SOPs.
	 3.3 Linens are centered and mitered when replaced as per SOPs.
	 3.4 Beds and cots are made-up according to prescribed procedure.
		3.1 Types/Classifications of Beds
		   3.1.1 Various bedding materials and accessories
		   3.1.2 Styles and arrangements of beds and accessories
		   3.1.3 Types of bed insects/parasites and controls
		 3.2 Procedures in Bed Making
		   3.2.1 Principles of bed designs and arrangements
			3.1 Interpersonal Skills
			 3.2 Keen on details
			 3.3 Cleaning Skills
			 3.4 Equipment Operation and Cleaning
			 3.5 Communication Skills
			 3.6 Work Planning and Organization Skills
			 3.7 Documentation Skills
			 3.8 Making-up Beds

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.2.2 Basic principle of bed aesthetics 3.3 Knowledge on different areas where dirt and dust can easily accumulate 3.4 Linens and Fabric	

4. Clean bathrooms	4.1 ***Ceilings and walls*** are cleaned in accordance with standard operating procedures and techniques.
	4.2 Window edges and sills are wiped clean in accordance with standard operating procedures.
	4.3 Bath tub, lavatory and toilet bowls are scrubbed and disinfected in accordance with standard operating procedures and techniques.
	4.4 Accessories are washed and cleaned in accordance with standard operating procedures and techniques.
	4.5 ***Bathroom supplies*** are replenished and defective accessories replaced as per SOPs.
	4.6 Equipment is cleaned after use in accordance with manufacturer's instruction.
	4.7 All cleaning materials and equipment are stored in a safe place as per SOPs.
	4.8 Routine maintenance is carried out or arranged as per standard operating procedures
		4.1 Procedures and safety in cleaning ceiling and other higher surfaces
		4.2 Procedures in cleaning bathrooms
		  4.2.1 Materials/supplies for cleaning and bathrooms
		  4.2.2 Types of cleaning reagents for bathrooms
		  4.2.3 Measurements of chemicals/solutions formulations
		  4.2.4 Chemical compatibility/incompatibility
		4.3 Handling and disposing of chemical
		  4.3.1 Reactions/effects of chemicals and other solutions to human health
		4.4 Storage of cleaning equipment and materials
		4.5 Chemical compatibility/incompatibility
		4.6 Chemical reactions on temperature
			4.1 Interpersonal Skills
			4.2 Keen on details
			4.3 Cleaning Skills
			4.4 Decanting Chemicals
			4.5 Equipment Operation and Cleaning
			4.6 Communication Skills
			4.7 Handling and Disposing of Chemicals
			4.8 Waste Handling and Disposal
			4.9 Work Planning and Organization Skills
			4.10 Documentation Skills

5. Sanitize rooms	5.1 ***Sanitizing agents*** are 100% accurately	5.1 Types of Sanitizing Agents	5.1 Interpersonal Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	measured and mixed in accordance with relevant safety regulations. 5.2 Excess mixtures of sanitizing agents are disposed according to environmental requirements. 5.3 Rooms are sanitized in accordance with standard operating procedures. 5.4 Equipment is cleaned after use in accordance with manufacturer's instructions. 5.5 All cleaning materials and equipment are stored in a safe place as per SOPs. 5.6 Routine maintenance is carried out or arranged as per standard operating procedures	5.1.1 Basic principle on identifying sanitizing agents (acid-based, alkaline-based, chlorine, iodine) 5.1.2 Basic principle of formulating solutions 5.1.3 Applications of various sanitizing agents 5.1.4 Basic calculations on formulating sanitizing agent solutions 5.1.5 Effects of sanitizing solutions/agents to equipment and metallic components 5.2 Standard Operating Procedures in Sanitizing Rooms 5.3 Disposal of Sanitizing Agents	5.2 Keen on details 5.3 Cleaning Skills 5.4 Decanting Chemicals 5.5 Equipment Operation and Cleaning 5.6 Communication Skills 5.7 Handling and Disposing of Chemicals 5.8 Waste Handling and Disposal 5.9 Work Planning and Organization Skills 5.10 Documentation Skills
6. Maintain clean room environment	6.1 All equipment and cleaning paraphernalia are checked and maintained according to manufacturer's instructions. 6.2 All wastes are removed and disposed of in accordance with employer's requirements. 6.3 All movable furniture and fittings are shifted to allow access to hidden dust/waste/dirt and as per SOPs. 6.4 Rooms are checked regularly for orderliness/tidiness in accordance with employer's requirements.	6.1 Equipment Operation and Cleaning 6.2 Types of Cleaning Equipment and Maintenance Procedures 6.3 Work Planning and Organization 6.4 Waste Disposal Procedures: 　6.4.1 Classifications of Wastes 　6.4.2 Environmental Protocols and Effects of Wastes 　6.4.3 Safe Handling of Various Wastes 6.5 Procedures in moving/shifting furniture's and other heavy objects	6.1 Interpersonal Skills 6.2 Keen on details 6.3 Cleaning Skills 6.4 Decanting Chemicals 6.5 Equipment Operation and Cleaning 6.6 Communication Skills 6.7 Handling and Disposing of Chemicals 6.8 Waste Handling and Disposal 6.9 Work Planning and Organization Skills 6.10 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		6.6 Safety measures in moving/lifting heavy objects 6.7 Effects on surfaces/floor of moving heavy objects 6.8 Using devices in moving/shifting heavy objects	

7. Clean kitchen	7.1 Soiled dishes, pots, pans and linen are washed in accordance with standard operating procedures.
	7.2 Cleaned/dried dishes, pots and pans are stored as per standard operating procedures.
	7.3 *Kitchen appliances* are cleaned in accordance with standard operating procedures.
	7.4 Kitchen fixtures, tables and chairs are wiped in accordance with standard operating procedures.
	7.5 Floor is mopped and dried in accordance with standard operating procedures.
	7.6 *Kitchen supplies* are inspected and replenished in accordance with standard operating procedures.
		7.1 Procedures in cleaning dishes, pots and other kitchenware's
		  7.1.1 Basic principles of microorganisms lived in kitchens
		  7.1.2 Disinfecting kitchenware
		  7.1.3 Calculations and formulations of kitchen cleaning solutions
		  7.1.4 Types of kitchen cleaning agents
		7.2 Procedures in Cleaning Kitchen Appliances and Fixtures
		7.3 Procedures in Cleaning Kitchen
		7.4 Replenishing Kitchen Supplies
			7.1 Interpersonal Skills
			7.2 Keen on details
			7.3 Cleaning Skills
			7.4 Decanting Chemicals
			7.5 Equipment Operation and Cleaning
			7.6 Communication Skills
			7.7 Handling and Disposing of Chemicals
			7.8 Waste Handling and Disposal
			7.9 Work Planning and Organization Skills
			7.10 Documentation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Cleaning Equipment, Supplies and Materials	May include: 1.1 Brooms 1.2 Dust Pan and Brush 1.3 Cleaning Implements 1.4 Vacuum Cleaner 1.5 Floor Carpet 1.6 Water Hoses 1.7 Bucket 1.8 Bed 1.9 Dining Table 1.10 Water Pitcher 1.11 Table Cloth 1.12 Flowers 1.13 Bed Cover 1.14 Spoon 1.15 Fork 1.16 Knife 1.17 Plate 1.18 Wine Glass 1.19 Serving Utensils 1.20 Table Napkin 1.21 Paper Towel 1.22 Flower Vase 1.23 Drinking Water 1.24 Serving Tray 1.25 Soiled Table 1.26 Cleaning Detergent 1.27 Liquid Detergent 1.28 Cleaning Solution 1.29 Scrubbing Foam 1.30 Flat Sheets 1.31 Fitted Sheet 1.32 Pillow 1.33 Pillow Case 1.34 Bed Mattress 1.35 Dish Pan 1.36 Dish Sponge/Dish Cloth 1.37 Pan with hot water 1.38 Rolled Newspaper 1.39 Cleaning Rag 1.40 Wax Paper/Aluminum Foil 1.41 Talcum Powder 1.42 Bowl Cleaner 1.43 Toilet Disinfectant 1.44 Acid Cleaner 1.45 Cup 1.46 Soup Plate 1.47 Soup Bowl

VARIABLE	RANGE
	1.48 Drinking Glass/Goblet 1.49 Serving Dish 1.50 Rubber Spatula 1.51 Floor Mop 1.52 Toilet Bowl Swab 1.53 Toilet Caddy 1.54 Spray Bottle 1.55 Guess Model 1.56 Antistatic Duster/Cleaning Cloth 1.57 Vacuum cleaner with circular brushes 1.58 Sponges 1.59 Scourer 1.60 Glass Cleaning Equipment 1.61 Drop Sheets 1.62 'A" Frame Ladders 1.63 Cobwebber 1.64 Lint Free Cleaning Cloths 1.65 Squeegees (various sizes) 1.66 Extension Poles 1.67 Hoses
2. Floor Types/Surface Textures	May include: 2.1 Concrete 2.2 Terrazo 2.3 Vinyl 2.4 Slate 2.5 Ceramic Tile 2.6 Wood 2.7 Marble 2.8 Brick 2.9 Parquetry 2.10 Rubber 2.11 Polished Wood
3. Waste (wet or dry)	May include: 3.1 Dust 3.2 Paper 3.3 Food 3.4 Stones 3.5 Gravel
4. Furnishings/Fixtures	May include: 4.1 Desks 4.2 Tables 4.3 Chairs 4.4 Computers 4.5 Filing Cabinets 4.6 Clocks 4.7 Stoves 4.8 Lamps 4.9 Railing 4.10 Window Sills 4.11 Skirting

VARIABLE	RANGE
	4.12 Doors 4.13 Door Handles 4.14 Light Switches 4.15 Telephone Handsets 4.16 Air Conditioning Vents 4.17 Lights 4.18 Ceiling Fans 4.19 Blinds 4.20 Curtains 4.21 Grilles 4.22 Refrigerators 4.23 Picture Frames 4.24 Shelves 4.25 Compactus 4.26 Work Stations 4.27 Showcases 4.28 Bars 4.29 Beds 4.30 Bedside Cupboards
5. Ceiling Fittings	May include: 5.1 Recessed Lights 5.2 Ornamental Hanging Lights 5.3 Projected Lights 5.4 Ceiling Fans 5.5 Televisions 5.6 Speakers 5.7 Smoke Detectors 5.8 Sprinkler Systems 5.9 Vents and Grilles 5.10 Skylights 5.11 Cameras 5.12 Chandelier
6. Ceiling	May include: 6.1 Flat 6.2 Suspended 6.3 Hard
7. Bathroom Supplies Accessories	May include: 7.1 Liquid and Bar Soap 7.2 Toilet Paper 7.3 Bathroom Deodorizer 7.4 Cloth/Paper Towels 7.5 Personal Toiletries 7.6 Bathroom Slippers 7.7 Floor Towel 7.8 Trash Can
8. Sanitizing Agents	May include: 8.1 Solvent Spray 8.2 Anti-Static Solution 8.3 Anti-Static Spray

VARIABLE	RANGE
9. Sanitizing Equipment, Supplies and Materials	May include: 9.1 Ladders 9.2 Vacuum Unit 9.3 Dust Mop 9.4 Lint Free Clothing Cloths 9.5 Mop Head and Bucket 9.6 Dust Pan 9.7 Broom
10. Linen	May include: 10.1 Napkins 10.2 Tablecloths 10.3 Serving Cloths 10.4 Tea Towels 10.5 Clothing 10.6 Cleaning Cloths
11. Kitchen Appliances	May include: 11.1 Food Processor 11.2 Grill 11.3 High Pressure Steamer 11.4 Microwave Oven 11.5 Oven (Electric/Gas) 11.6 Range 11.7 Refrigerator 11.8 Tilting Skillet 11.9 Toaster 11.10 Electric Knife 11.11 Juice Maker 11.12 Rice Cooker
12. Kitchen Supplies and Materials	May include: 12.1 All-Purpose Detergent 12.2 All-Purpose Soap 12.3 Coffee, Tea, Cream 12.4 Condiments 12.5 Disinfectants 12.6 Drain Solvent 12.7 Food Items (dairy, vegetable, bread, meat and fruits) 12.8 Garbage Bag 12.9 Scouring Pad 12.10 Cooking Oil 12.11 Ingredients

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Cleaned surfaces and floors 1.2 Cleaned furnishings and fixtures 1.3 Made-up beds and cots 1.4 Cleaned bathrooms 1.5 Sanitized rooms 1.6 Maintained clean room environment 1.7 Cleaned kitchen
2. Resource Implications	The following resources should be provided: 2.1 Copies of Relevant Standards, Training Books and Assessment Planning Guides 2.2 Accident Report Forms 2.3 Job Specifications and Reporting Forms 2.4 Access to a Suitable Venue 2.5 Manufacturer/Enterprise Product Specifications 2.6 A range of equipment, including personal protective equipment and relevant cleaning or spot removing chemicals 2.7 Material safety data sheets and equipment operating manuals, if relevant 2.8 Access to a registered provider of assessment services 2.9 Chemical Color Charts
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation with questioning 3.4 Oral Questioning/Interview 3.5 Portfolio Assessment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

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UNIT OF COMPETENCY : **WASH AND IRON CLOTHES, LINEN AND FABRIC**

UNIT CODE : **SOC913302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in washing and ironing clothes, linen and fabric. It includes checking and sorting soiled clothes and linen, removing stains, preparing washing equipment and supplies, performing laundry, drying and ironing

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Check and sort clothes, linen and fabric	1.1 Soiled clothes, linen and fabric are sorted according to texture, color, size and defects.
	1.2 **Sorted items** are prioritized according to the cleaning process required ad the urgency of the item.
	1.3 Defective clothing and linen are sewn/darned using appropriate threads and stitches.
		1.1 Language Label (Fabric and Garments Labels)
		1.2 Types of Fabrics
		  1.2.1 Cotton
		  1.2.2 Lenin
		  1.2.3 Tencel
		  1.2.4 Acetate
		  1.2.5 Silk
		  1.2.6 Blend
		1.3 Procedures in Sorting Laundry
		1.4 Prioritization of items according to the cleaning process
		1.5 Principles and procedures in Darning Holes and Tears
		1.6 Hygiene, Health and Safety issues Specific to Laundry Operations
			1.1 Interpersonal Skills
			1.2 Keen on details
			1.3 Checking Skills
			1.4 Sorting Skills
			1.5 Equipment Operation and Cleaning
			1.6 Communication Skills
			1.7 Darning and Sewing Skills
			1.8 Work Planning and Organization Skills
			1.9 Documentation Skills

2. Remove stains	2.1 **Personal protective paraphernalia** are worn in accordance with standard operating procedures (SOPs).
	2.2 **Stain removing agents and chemicals** are used in accordance with manufacturer's instruction.
	2.3 **Stains** are treated and removed using correct chemicals or agents.
	2.4 All stain removing agents and chemicals are stored following
		2.1 Types/Uses and handling of Laundry Chemicals
		2.2 Principles and Procedures in Removing Stains
		  2.2.1 Types of stain removing agents
		  2.2.2 Sources of stains how chemical reacts on stains
		  2.2.3 Chemical reactions on fabrics
			2.1 Communication Skills
			2.2 Removing stain
			2.3 Interpersonal Skills
			2.4 Keen on details
			2.5 Cleaning Skills
			2.6 Decanting Chemicals
			2.7 Equipment Operation and Cleaning
			2.8 Handling and Disposing of Chemicals

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	safety procedures.	2.2.4 Effects of laundry agents to human body 2.3 Safety measures related to laundry chemicals and agents 2.4 Types/Uses of Stain Removing Agents 2.5 Mixtures or Bleaching Solutions	2.9 Waste Handling and Disposal 2.10 Work Planning and Organization Skills 2.11 Documentation Skills
3. Prepare washing equipment and supplies	3.1 *Laundry area* is cleaned and made ready at all times. 3.2 *Laundry supplies and materials* are prepared and made available at all times. 3.3 Washing machine is checked and prepared for operation per manual procedures.	3.1 Safe working condition feature of laundry area 3.2 Types and Uses of Washing Machines and Dryers 3.3 Selecting washing machine/dryer operation according to garments types 3.4 Safe electrical connections and outlets 3.5 Observing washing machine capacity/limits 3.6 Electrical current and effects on water 3.7 Objects detrimental to/causes damage on washing machines 3.8 Causes of washing machine/dryer malfunctions 3.9 Standard Procedures in Checking and Preparing Washing Machine 3.10 Procedures in Preparing Laundry Supplies and Materials 3.11 Principles and procedures in washing, drying, and ironing clothes, linen and fabric	3.1 Communication Skills 3.2 Preparing laundry area, supplies and materials 3.3 Interpersonal Skills 3.4 Keen on details 3.5 Cleaning Skills 3.6 Decanting Chemicals 3.7 Equipment Operation and Cleaning 3.8 Handling and Disposing of Chemicals 3.9 Waste Handling and Disposal 3.10 Work Planning and Organization Skills 3.11 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.12 Hygiene, Health and Safety issues of Specific to Laundry Operations	
4. Perform laundry	4.1 Correct laundry method is selected as per SOPs. 4.2 Clothes and linen fabric are washed according to the *labeling codes* and washing instructions. 4.3 Laundry equipment is used in accordance with manufacturer's instruction. 4.4 Clothes, linen and fabric are freed from stain, dirt and unpleasant odor after washing based on procedures. 4.5 Washed clothes, linen and fabric are sun-dried/machine dried as per instructions. 4.6 Dried clothes, linen and fabric are freed from unpleasant odor and static cling. 4.7 Washing area is cleaned in accordance with safety and health procedures. 4.8 Equipment is cleaned after use in accordance with manufacturer's instructions. 4.9 All cleaning materials and equipment are stored following safety procedures. 4.10 Routine maintenance is carried out or arranged as per standard operating procedures	4.1 Washing operating selectors according to types of clothes and fabrics 4.1.1 Effects of wrong washing machine operations on clothes/garments 4.1.2 Effects of improper amount of washing detergents on washed garments 4.1.3 Measurements, calculations of detergents/fabric conditioners 4.1.4 Effects of fabric conditioners on clothes/garments 4.1.5 Effects/reactions of detergents to allergies 4.1.6 Contaminations preventions 4.2 Laundry Operations 4.3 Procedures in Drying Clothe, Linen and Fabric 4.3.1 Effects of drying to microorganisms causing odors 4.3.2 Effects of high temperatures on bacteria and other microorganisms 4.4 Maintenance of laundry Area	4.1 Performing laundry 4.2 Communication Skills 4.3 Interpersonal Skills 4.4 Keen on details 4.5 Cleaning Skills 4.6 Decanting Chemicals 4.7 Equipment Operation and Cleaning 4.8 Handling and Disposing of Chemicals 4.9 Waste Handling and Disposal 4.10 Work Planning and Organization Skills 4.11 Documentation Skills 4.12 Storing Skills
5. Dry clothes, linen and fabric	5.1 Washed clothes, linen and fabric are dried according to procedures.	5.1 Types of drying machines 5.1.1 Operating parameters	5.1 Drying laundry 5.2 Communication Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.2 Drying machine is prepared according to procedure. 5.3 Dried clothes, linen and fabric are removed when dryer bell rings or stops to prevent wrinkles and to minimize need for ironing. 5.4 Clothes, linen and fabric are dried without wrinkles according to procedures	(temp. range of operations) 5.1.2 Load capacity and operating limits 5.2 Procedures in drying clothes, linen and fabric on dryers 5.2.1 Techniques on loading garments on dryers	5.3 Interpersonal Skills 5.4 Keen on details 5.5 Cleaning Skills 5.6 Decanting Chemicals 5.7 Equipment Operation and Cleaning 5.8 Handling and Disposing of Chemicals 5.9 Waste Handling and Disposal 5.10 Work Planning and Organization Skills 5.11 Documentation Skills
6. Iron clothes, linen and fabric	6.1 Ironing is done in accordance to the standard procedures. 6.2 Ironed clothes, linens and fabrics are folded, placed in a hanger and stored in designated cabinets as per instructions. 6.3 *Ironing equipment and materials* are stored in the appropriate area following safety procedures.	6.1 Types of flat irons 6.2 Operating flat iron 6.3 Range of temperature per types of fabrics/garments 6.4 Electric heating element 6.5 Electric heating element with steam 6.6 Steam 6.7 Effects of steam/water on garments during ironing 6.8 Procedures in ironing clothes, linen and fabric	6.1 Ironing clothes, linen, fabric 6.2 Communication Skills 6.3 Interpersonal Skills 6.4 Ironing Equipment Operation and Cleaning 6.5 Work Planning and Organization Skills 6.6 Documentation Skills 6.7 Storing Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sorted Items	May include: 1.1 Soiled/Defective Clothes 1.2 Linen 1.3 Fabrics
2. Personal Protective Paraphernalia	May include: 2.1 Gloves 2.3 Apron
3. Stains	May include: 3.1 Coffee 3.2 Cola 3.3 Cordial 3.4 Chewing Gum 3.5 Food 3.6 Mud/Dirt 3.7 Grease 3.8 Blood 3.9 Fruit Stains 3.10 Wine
4. Stain Removers	May include: 4.1 Acid Cleaners 4.2 Alkali Cleaners 4.3 Chlorine Bleach 4.4 All-Purpose Detergent
5. Laundry Area	May include: 5.1 Washers 5.2 Dryers 5.3 Clothesline 5.4 Clothes Pins 5.5 Clothespin Bag 5.6 Clothes Rack for Indoor Drying
6. Laundry Supplies and Materials	May include: 6.1 Sorting Baskets/Shelves 6.2 Hangers 6.3 Stain Removing Agents 6.4 Fabric Softener 6.5 Chlorine Bleach 6.6 Laundry Bag 6.7 Laundry Basket

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Checked and sorted soiled clothes, linen and fabric 1.2 Removed stains 1.3 Prepared washing equipment and supplies 1.4 Performed laundry 1.5 Dried clothes, linen and fabric 1.6 Ironed clothes, linen and fabric
2. Resource Implications	The following resources should be provided: 2.1 Facilities, equipment, supplies and materials relevant to the unit of competency
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation with questioning 3.4 Oral Questioning/Interview 3.5 Portfolio Assessment
4. Context of Assessments	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : **PREPARE HOT AND COLD MEALS**

UNIT CODE : **SOC913303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in preparing ingredients, cooking, presenting cooked meals and dishes, preparing appetizers, preparing sauces, dressing, garnishes, desserts, salads, sandwiches, storing excess foods and ingredients and converting unconsumed cooked and uncooked food..

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Prepare ingredients according to recipes	1.1 *Ingredients* are purchased in accordance with purchase list.
	1.2 *"Mise en place"* is checked as per SOPs.
	1.3 *Thawing* is prepared according to thawing procedures.
	1.4 Meat are prepared according to procedures and prescribed recipe.
	1.5 *Vegetables* are prepared according to the *manner of preparation.*
	1.6 *Seafood* are prepared according to *method of preparation*
		1.1 Mise en Place
		1.2 Kitchen Utensils
		1.3 Thawing Procedures
		1.4 Food Safety and Sanitation
		1.5 Food Theory
		  1.5.1 Familiarization of Ingredients
		  1.5.2 Classification of Ingredients
		  1.5.3 Substitution of Ingredients
		  1.5.4 Units of Measurements
		  1.5.5 Ingredients and Recipes
		  1.5.6 Personal Hygiene
		  1.5.7 Different cuts of meats/poultry/ fish, fruits and vegetables
			1.1 Preparing ingredients
			1.2 Thawing Skills
			1.3 Communication Skills
			1.4 Interpersonal Skills
			1.5 Keen on details
			1.6 Familiarizing with ingredients
			1.7 Classifying ingredients
			1.8 Cutting Skills
			1.9 Waste Handling and Disposal
			1.10 Work Planning and Organization Skills
			1.11 Documentation Skills

2. Cook meals and dishes according to recipes	2.1 *Soup* is cooked as per menu.
	2.2 Vegetable dishes are cooked according to recipe.
	2.3 Meat dishes are cooked according to *culinary methods*.
	2.4 Poultry and game dishes are cooked according to recipe.
	2.5 Sea food dishes are cooked according to recipe.
	2.6 Egg dishes are cooked according to client's preference.
		2.1 Recipes
		2.2 Food Safety Hazard
		2.3 Procedures and methods in cooking
		  2.3.1 Soup
		  2.3.2 Stock and Sauce Preparation
		  2.3.3 Vegetable dishes
		  2.3.4 Meat dishes
		  2.3.5 Seafood dishes
		  2.3.6 Pasta grain and farinaceous dishes
			2.1 Cooking Skills
			2.2 Food Handling Skills
			2.3 Interpersonal Skills
			2.4 Keen on details
			2.5 Communication Skills
			2.6 Waste Handling Skills
			2.7 Work Planning and Organization Skills
			2.8 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.7 Pasta grain and farinaceous dishes are cooked according to recipe.		

3. Present cooked dishes	3.1 Serving portion is standardized.
	3.2 Presentation of cooked dishes are developed and corrected in accordance with SOPs.
	3.3 Food quality is maintained and checked as per SOPs.
	3.4 Time and temperature condition of foods is ensured before serving based on freezing temperature.
		3.1 Tools, utensils and equipment used in accordance with the standard requirement/ manuals
		3.2 Methods of Cooking
		  3.2.1 Meat Dishes Preparation
		  3.2.2 Poultry Dishes Preparation
		  3.2.3 Fish Dishes Preparation
		  3.2.4 Seafood Dishes Preparation
		  3.2.5 Vegetable Dishes Preparation
		3.3 Food Quality and Safety Hazard
		3.4 Handling Food
		3.5 Food Costing and Portioning
		3.6 Food Storage
			3.1 Keen on details
			3.2 Familiarizing with tools, utensils and equipment
			3.3 Cooking Skills
			3.4 Following food quality and safety hazard
			3.5 Communication Skills
			3.6 Handling food
			3.7 Costing and portioning of food
			3.8 Storing of food
			3.9 Interpersonal Skills
			3.10 Keen on details
			3.11 Communication Skills
			3.12 Waste Handling Skills
			3.13 Work Planning and Organization Skills
			3.14 Documentation Skills

4. Prepare sauces, dressings and garnishes	4.1 Materials, equipment/utensils are prepared prior to preparation of sauces, dressings and garnishes as per SOPs.
	4.2 Sauces, garnishes, hot and cold dressing is prepared as per SOPs.
		4.1 Mise and Place
		4.2 Methods of preparing
		  4.2.1 Sauces
		  4.2.2 Garnishes
		  4.2.3 Hot and cold dressing
		4.3 Types of Sauces
		  4.3.1 Ingredients and recipes
		  4.3.2 Methods of Cooking
		  4.3.3 Proper Storage of Sauces
			4.1 Preparing materials, equipment, utensils
			4.2 Preparing sauces, dressings and garnishes
			4.3 Interpersonal Skills
			4.4 Keen on details
			4.5 Communication Skills
			4.6 Waste Handling Skills
			4.7 Work Planning and Organization Skills
			4.8 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Prepare appetizers	5.1 *D'oeuvres* is prepared according to requirement and preference of client. 5.2 Canape's are prepared according to requirement for preference of client. 5.3 Finger foods are prepared according to requirement or preference of client.	5.1 Kinds and preparation of 5.1.1 D'oeuvres 5.1.2 Canape's 5.1.3 Finger Foods 5.2 Kinds of Appetizer 5.2.1 Importance of Appetizer 5.2.2 Familiarization of ingredients according to recipes 5.3 Personal Hygiene	5.1 Preparing appetizers 5.2 Familiarizing with ingredients 5.3 Observing personal hygiene 5.4 Interpersonal Skills 5.3 Keen on details 5.5 Communication Skills 5.6 Waste Handling Skills 5.7 Work Planning and Organization Skills 5.8 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

6. Prepare desserts and salads	6.1 Materials, equipment/utensils used for cooking are prepared as per SOPs.
	6.2 Sherbets, ices and ice cream are prepared in accordance with prescribed procedures.
	6.3 Fruit desserts are prepared as per prescribed procedures.
	6.4 Pastry desserts are prepared as per prescribed procedures.
	6.5 Mousse is prepared as per prescribed procedures.
	6.6 Cold salads and molded salads are prepared as per prescribed procedures.
		6.1 Preparation of Desserts and Salads
		6.2 Kinds of Dessert's
		  6.2.1 Sherbet's, ices and ice cream
		  6.2.2 Fruit desserts
		  6.2.3 Pastry desserts
		  6.2.4 Mousse
		6.3 Kinds of Salad's
		  6.3.1 Cold salads
		  6.3.2 Molded salads
			6.1 Preparing desserts and salads
			6.2 Familiarizing with desserts and salads
			6.3 Observing personal hygiene
			6.4 Interpersonal Skills
			6.5 Keen on details
			6.6 Communication Skills
			6.7 Waste Handling Skills
			6.8 Work Planning and Organization Skills
			6.9 Documentation Skills

7. Prepare sandwiches	7.1 *Hot sandwiches* are prepared as per SOPs. 7.2 *Cold dressings* are prepared as per SOPs. 7.3 Hot sauces are prepared as per SOPs. 7.4 Cold sauces are prepared as per SOPs.	7.1 Types of Sandwiches 7.2 Procedures in Preparing Sandwiches	7.1 Preparing sandwiches 7.2 Preparing cold dressings 7.3 Preparing hot and cold sauces 7.4 Observing personal hygiene 7.5 Interpersonal Skills 7.6 Keen on details 7.7 Communication Skills 7.8 Waste Handling Skills 7.9 Work Planning and Organization Skills 7.10 Documentation Skills
8. Store excess food and ingredients	8.1 Unconsumed cooked food is stored according to procedures. 8.2 Excess ingredients are stored according to client's requirement. 8.3 Proper method of refrigeration is	8.1 Food storage 8.2 Methods of storing food and ingredients 8.3 Conversion of unconsumed food into new dishes	8.1 Storing food and ingredients skills 8.2 Converting unconsumed food to new dishes 8.3 Storing of dry and wet food/ ingredients

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	implemented as per SOPs. 8.4 Proper storing of dry and wet food/ ingredients is implemented in accordance with SOPs		8.4 Observing personal hygiene 8.5 Interpersonal Skills 8.6 Keen on details 8.7 Communication Skills 8.8 Waste Handling Skills 8.9 Work Planning and Organization Skills 8.10 Documentation Skills
9. Convert unconsumed cooked food	9.1 Unconsumed cooked food is converted/transformed into new dishes as per SOPs. 9.2 Unconsumed cooked food is stored/frozen at a temperature of zero degrees and in accordance with SOPs. 9.3 Packed/wrapped uncooked foods are frozen at zero degrees F temperature and in accordance with SOPs. 9.4 Packed/wrapped food for storage is prepared as per SOPs. 9.5 Uncooked food is maintained at proper temperature and as per SOPs	9.1 Food storage 9.2 Methods of storing food and ingredients 9.3 Conversion of unconsumed food into new dishes	9.1 Storing food and ingredients skills 9.2 Converting unconsumed food to new dishes 9.3 Storing of dry and wet food/ingredients 9.4 Observing personal hygiene 9.5 Interpersonal Skills 9.6 Keen on details 9.7 Communication Skills 9.8 Waste Handling Skills 9.9 Work Planning and Organization Skills 9.10 Documentation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Ingredients	May include: 1.1 Meat 1.2 Vegetable 1.3 Seafood 1.4 Poultry and Game 1.5 Stock 1.6 Cold Food 1.7 Condiments 1.8 Milk 1.9 Dairies 1.10 Cereals 1.11 Flour 1.12 Butter Sauces 1.13 Fruits
2. Mis en Place	May include: 2.1 Ingredients 2.2 Pans 2.3 Utensils 2.4 Plates/Serving Pieces
3. Thawing	May include: 3.1 Soaking 3.2 Unfreezing
4. Vegetable Ingredient Preparation	May include: 4.1 Skin, Peel, Pare 4.2 Chop, Slice, Shred, Cube 4.3 Wedge, Grate, Pure 4.4 Core, Quarter
5. Vegetable Manner of Preparation	May include: 5.1 Boiling, Blanching 5.2 Sauteing 5.3 Braising 5.4 Gratinating 5.5 Roasting/Baking
6. Seafood Ingredient Preparation	May include: 6.1 Chop, Slice 6.2 Fillet 6.3 Mince, Shred 6.4 Peel, Dice, Blanch 6.5 Marinate, Poach
7. Seafood Dishes Preparation	May include: 7.1 Boiling, Steaming 7.2 Sauteing 7.3 Deep Frying, Pan Frying 7.4 Poaching 7.5 Grilling 7.6 Baking
8. Soup Preparation	May include: 8.1 Sauteing 8.2 Simmering

VARIABLE	RANGE
9. Meat Ingredient Preparation	May include: 9.1 Slice, Chop 9.2 Debone 9.3 Dice, Mince 9.4 Marinate
10. Meat Dishes Preparation	May include: 10.1 Boiling, Steaming, Simmering, Stewing 10.2 Frying (deep, pan, stir) 10.3 Sautéing 10.4 Roasting, Baking, Browning 10.5 Pressurize Cooking 10.6 Poaching, Blanching, Braising 10.7 Broiling, Grilling
11. Poultry Ingredient Preparation	May include: 11.1 Deboned 11.2 Chop, Slice 11.3 Dice, Shred, Cube 11.4 Mince, Skin 11.5 Marinate
12. Poultry Dishes Preparation	May include: 12.1 Boiling, Simmering, Stewing 12.2 Frying (deep, pan, stir) 12.3 Sautéing 12.4 Braising, Grilling, Roasting 12.5 Barbecuing, Baking
13. Egg Dishes Preparation	May include: 13.1 Boiling 13.2 Frying 13.3 Poaching 13.4 Basting 13.5 Baking
14. Pasta Grain and Farinaceous Dishes Preparation	May include: 14.1 Boiling 14.2 Steaming 14.3 Poaching 14.4 Sautéing 14.5 Gratinating 14.6 Baking
15. Hors D'oeuvres Preparation	May include: 15.1 Peel, Pare, Slice, Shred, Cubes 15.2 Blanch, Boiled, Steam 15.3 Marinate, Seasoned
16. Sauces	May include: 16.1 Sugar Syrups 16.2 Fruit Syrups 16.3 Fruit Purees, Sauces and Coulis 16.4 Chocolate-Based Sauces 16.5 Custard and Cremes 16.6 Flavoured Butters and Creams

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared ingredients according to recipes 1.2 Cooked meals and dishes according to recipes 1.3 Presented cooked dishes 1.4 Prepared appetizers 1.5 Prepared sauces, dressings and garnishes 1.6 Prepared desserts and salads 1.7 Prepared sandwiches 1.8 Stored excess foods and ingredients 1.9 Converted unconsumed cooked and uncooked food
2. Resource Implications	The following resources should be provided: 2.1 Facilities, equipment, supplies and materials relevant to the unit of competency
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation with questioning 3.4 Oral Questioning/Interview 3.5 Portfolio Assessment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE FOOD AND BEVERAGE SERVICE

UNIT CODE   : SOC913304

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitude in food and beverage service. It includes the preparation of the dining area, setting up the table, plating the food, brewing coffee or preparing beverages, serving, and bussing out or clearing the table.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare dining area	1.1 Dining area is checked for cleanliness prior to service in accordance with standard operating procedures and when required, take corrective actions. 1.2 *Dining environment* is prepared and adjusted to ensure comfort and ambience of client and as appropriate. 1.3 Furniture is set up in accordance with standard operating procedures. 1.4 Tables and table settings are checked for stability, and easy access to client and at all times. 1.5 *Equipment* are checked and prepared for service and as per SOPs.	1.1 Principles and method of table setting 1.2 Types and uses of China wares, glassware, silver ware 1.3 Types and uses of crockery, cutlery and condiments 1.4 Principles and methods of serving 1.5 Preparation of dining area	1.1 Preparing dining area 1.2 Familiarizing with the dining area 1.3 Communication Skills 1.4 Interpersonal Skills 1.5 Keen on details 1.6 Equipment Operation and Cleaning 1.7 Observing personal hygiene 1.8 Table Setting Skills 1.9 Waste Handling and Disposal 1.10 Work Planning and Organization Skills 1.11 Documentation Skills
2. Set-up table	2.1 The table is inspected as to cleanliness and its condition. 2.2 The table cloth is selected, inspected and prepared as to cleanliness and without creases. 2.3 The table drop cloth is laid on the table accordingly. 2.4 Serviettes are folded and laid on the table. 2.5 Centerpiece is prepared with necessary tools and	2.1 Setting-up table 2.2 Table cloth and appointments 2.3 Napkin folding 2.4 Clearing table 2.5 Cleaning the table and changing soiled ashtrays 2.6 Table manners and etiquette 2.7 Waste minimization and environmental techniques 2.8 Safety practices Codes and regulation	2.1 Setting-up the table 2.2 Napkin folding skills 2.3 Communication Skills 2.4 Interpersonal Skills 2.5 Keen on details 2.6 Observing personal hygiene 2.7 Table Setting Skills 2.8 Waste Handling and Disposal

	materials, and placed on the table. 2.6 Required table appointments are selected according to the style of table service required. 2.7 The required table appointments are set up on the table. 2.8 The aperitif/pre-food service wine is presented and served from the right side of the guest/employer. 2.9 The food and drink are served according to the menu for the day. 2.10 The table appointments used are bussed out from the right side of the guest/employer when he/she is done with the particular food served. 2.11 All table appointments, tools and equipment used during the service are cleaned and stored in accordance to the standard procedures. 2.12 The area is cleaned and sanitized.		2.9 Work Planning and Organization Skills 2.10 Documentation Skills
3. Prepare coffee and other beverages	3.1 Coffee maker and other equipment are chosen, prepared and inspected as to cleanliness and functionality according to Standard Operating Procedure. 3.2 Coffee filter is set up according to standard procedure. 3.3 The required coffee granules and water is measured. 3.4 The coffee maker is operated according to	3.1 Coffee and Types 3.2 Coffee Preparation and Serving Procedures 3.3 Coffee Maker, Preparation and Inspection as to Functionality 3.4 Wine and Types 3.5 Wine Selection 3.6 Selection, Preparation and Serving of Other Beverages 3.7 Bussing Procedures 3.8 Cleaning Procedures 3.9 Storing Procedures	3.1 Preparing coffee and other beverages 3.2 Serving coffee and other beverages 3.3 Preparing and inspecting coffee maker 3.4 Selecting, preparing and serving wine 3.5 Communication Skills 3.6 Interpersonal Skills 3.7 Keen on details 3.8 Observing personal hygiene 3.9 Waste handling and disposal

	standard operating procedures 3.5 The wine is selected according to the menu to be served 3.6 Other beverages are prepared according to employer's preference 3.7 The coffee/tea is served at the right side of the guest/employer with appropriate temperature 3.8 The wine is presented and served according to the standard procedures. 3.9 Other beverages are presented and served 3.10 The Coffee and beverages are bussed out from the right side of the guest/employer. 3.11 The coffee maker is cleaned and stored accordingly.		
4. Serve food and beverage	4.1 Foods are checked for completeness and correctness before serving. 4.2 Foods are placed on the tray and carried using the left hand and in accordance with food and beverage serving procedures. 4.3 Foods are served from the left side using the left hand in serving as per SOPs. 4.4 Water goblets are filled/refilled from the right side without spilling as per SOPs. 4.5 *Beverage* are taken from the bar/kitchen and inspected for complete garnishing (if any). 4.6 Beverage are served on a bar tray from the right side of the client being served as per SOPs.	4.1 Serving techniques and standards 4.2 Food handling and safety 4.3 Table serving 4.4 Types of foods, beverages and garnishing 4.5 Refilling water 4.6 Washing and handling of fresh fruits	4.1 Serving food and beverage techniques 4.2 Familiarizing with food and beverage 4.3 Communication Skills 4.4 Interpersonal Skills 4.5 Keen on details 4.6 Equipment Operation and Cleaning 4.7 Observing personal hygiene 4.8 Waste Handling and Disposal 4.9 Work Planning and Organization Skills 4.10 Documentation Skills

5. Clear table	5.1 Clients are asked politely if they are finished as per SOPs. 5.2 Soiled plates/flat wares are bussed out from the right side of the family members and brought to the washing station/area as per SOPs. 5.3 Table is crumbed as per standard operating procedure. 5.4 Side plates and knives are removed from the table as per SOPs. 5.5 Condiments/shakers and other soiled items are removed from the table as per SOPs. 5.6 Ashtrays are replaced as per SOPs. 5.7 Additional requests are asked politely from clients as per SOPs. 5.8 Clients' needs are checked from time to time until they move out from the dining area as per SOPs.	5.1 Plate Clearing and Carrying Techniques 5.2 Waste Minimization and Environmental Techniques 5.3 Safety Practices 5.4 Codes and Regulations	5.1 Plate clearing and carrying Skills 5.2 Familiarizing with table set-up 5.3 Communication Skills 5.4 Interpersonal Skills 5.5 Keen on details 5.6 Waste Handling and Disposal 5.7 Work Planning and Organization Skills 5.8 Documentation Skills

RANGE OF VARIABLES

VARIABLES	RANGE
1. Dining Environment	May include: 1.1　Lighting 1.2　Room Temperature 1.3　Music 1.4　Floral and Other Decorations 1.5　Privacy 1.6　Background
2. Equipment	May include: 2.1　Table Cloth/Linen 2.2　China Wares 2.3　Glassware 2.4　Silverware 2.5　Cutlery 2.6　Wine 2.7　Condiments 2.8　Chairs 2.9　Tables 2.10　Ashtray 2.11　Toothpicks 2.12　Cloth/Paper Napkin
3. Beverage	May include: 3.1　Juice 3.2　Wine & Spirits 3.3　Tea 3.4　Coffee

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared the dining area 1.2 Set up table 1.3 Prepared coffee and other beverages 1.4 Served food and beverage 1.5 Cleared table 1.6 Complied with quality standards 1.7 Complied with occupational safety and health practices
2. Resource Implications	The following resources should be provided: 2.1 Manual 2.2 Availability of Equipment, Supplies and Materials 2.3 Menu/Recipes
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.3 Observation with questioning 3.2 Oral Questioning/Interview 3.3 Portfolio Assessment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

ELECTIVE COMPETENCIES

UNIT OF COMPETENCY   :   **ASSIST IN THE CARE OF ANIMALS**

UNIT CODE   :   **SOC913401**

UNIT DESCRIPTOR   :   This unit of competency covers introductory level skills in the basic care of quiet, well-handled animals under supervision.

                             No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Explore workplace activities and basic terminology	1.1 Industry terminology is used to describe and identify animal care workplace activities. 1.2 ***Animal care workplace tasks*** are identified and ranked in order of importance to animal wellbeing and general health. 1.3 Potential ***Occupational Safety and Health*** (***OHS***) ***risks*** when working with animals are identified and reporting requirements confirmed. 1.4 ***Daily workplace information and documentation*** requirements are confirmed with supervisor.	1.1 Relevant organizational policies and procedures, including OHS and emergency procedures, animal welfare and waste disposal requirements 1.2 Industry terminology in animal care workplace activities	1.1 Exploring workplace activities 1.2 Familiarizing with basic terminologies 1.3 Communication Skills 1.4 Interpersonal Skills 1.5 Keen on details 1.6 Maintaining the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 1.7 Employ safe and environmentally responsible organizational systems and procedures when handling animals and feed 1.8 Numeracy skills to estimate, calculate and record routine workplace measures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Maintain a clean workplace	2.1 Floors benches and other flat areas are cleaned in accordance with workplace protocols. 2.2 Animal housing areas are cleaned in accordance with workplace protocols.	2.1 Cleaning techniques and related safety issues for general workplace and animal housing 2.2 Handling waste and disposal 2.3 Safe work practices 2.4 Workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.	2.1 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 2.2 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace 2.3 Use equipment and materials correctly and in accordance with manufacturers' specifications 2.4 Numeracy skills to estimate, calculate and record routine workplace measures 2.5 Oral communication skills/language to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor 2.6 Problem solving skills 2.7 Use safe manual handling techniques and/or equipment

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Assist in feeding animals	3.1 Food stuffs are identified and categorized for specific animal dietary needs. 3.2 Equipment used in food preparation and distribution is made ready for use. 3.3 Assistance is provided to experienced staff in the preparation and distribution of meals. 3.4 Equipment and materials are cleaned and stored in accordance with organizational policies and procedures.	3.1 Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal feeding and cleaning of housing 3.2 Basic nutritional requirements for animals, including water 3.3 Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs 3.4 Types of food and food supplements and their basic role in animal diets 3.5 Feeding paraphernalia and equipment 3.6 Cleaning and storing of materials	3.1 Employ safe and environmentally responsible organizational systems and procedures when handling animals and feed 3.2 Document and report basic workplace information related to the daily care of animals 3.3 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 3.4 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace 3.5 Use equipment and materials correctly and in accordance with manufacturers' specifications 3.6 Problem solving skills 3.7 Use safe waste handling and disposal procedures.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Report basic animal behavior and health status	4.1 ***Characteristics of animal behavior*** are identified. 4.2 Signs of healthy, sick or distressed animals are identified and behavior and health status is reported to supervisor.	4.1 Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs 4.2 Organizational Policies and Procedures 4.3 Safe work practices	4.1 Exploring workplace activities 4.2 Familiarizing with characteristics of animal behavior 4.3 Communication Skills 4.4 Interpersonal Skills 4.5 Keen on details 4.6 Maintaining the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 4.7 Employing safe and environmentally responsible organizational systems and procedures when handling animals and feed 4.8 Numeracy skills to estimate, calculate and record routine workplace measures 4.9 Documenting and reporting basic workplace information related to the daily care of animals 4.10 Undertaking work with animals as directed under supervision

RANGE OF VARIABLES

VARIABLE	RANGE
1. Animal care workplace tasks	May include: 1.1 Assisting in heath care of animals 1.2 Enclosure and bed cleaning and bedding replacement 1.3 Equipment and consumables stocktake and ordering 1.4 Exercising animals 1.5 Feeding and watering animals 1.6 Following environmentally sustainable work practices 1.7 Grooming and animal cleaning 1.8 Information collection, record and resource update 1.9 Observing animal behavior and reporting 1.10 Taking messages and relaying information to appropriate person 1.11 Cleaning workplace and equipment
2. OHS risks when working with animals	May include: 2.1 Animal bites, envenomation, kicks, scratches and crush injuries 2.2 Biological hazardous waste and sharps disposal 2.3 Handling of chemicals and medicines 2.4 Gas leakage 2.5 Inhalation of aerosol particles 2.6 Intraocular contamination 2.7 Manual handling, including carrying, lifting and shifting 2.8 Needle pricks and cuts from other sharps 2.9 Release of infective agents (animal and human) 2.10 Slippery or uneven work surfaces 2.11 Zoonoses
3. Daily workplace information and documentation	May include: 3.1 Accident and incident records 3.2 Animal feeding, health and treatment records 3.3 Animal identification and history 3.4 OHS and emergency procedures and contact information 3.5 Equipment inventory, damage and repairs registers 3.6 Provisions records of current stock and items used and items required 3.7 Staff work roster

4. Characteristics of animal behavior	May include:
	4.1 Indicators of stress:
	     4.1.1 Aggressive behavior
	     4.1.2 Subdued behavior
	     4.1.3 Trembling
	     4.1.4 Vocalization
	4.2 Confidence and willingness to be approached gestures:
	     4.2.1 Relaxed body tone and tail wagging
	     4.2.2 Standing still or remaining sitting or laying down when approached
	4.3 Defensive gestures:
	     4.3.1 Defending territory, other animals or food
	     4.3.2 Growling, barking, hissing and spitting
	     4.3.3 Hair on topline being raised
	     4.3.4 Lunging forward
	     4.3.5 Pecking
	     4.3.6 Striking out with paws
	4.4 Submissive gestures:
	     4.4.1 Lowering body
	     4.4.2 Rolling onto back
	     4.4.3 Tail between legs
	     4.4.4 Turning away from handler

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Confirmed industry terminology used to describe daily work routines and to report observations and activities to supervisor 1.2 Cleaned work areas and animal housing in accordance with OHS and organization policies and procedures 1.3 Assisted in the preparation and distribution of food under supervision 1.4 Related basic animal behavior to animal categories and report observations of live animal behavior and health status to supervisor. The skills and knowledge required to assist in the care of animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
2. Resource Implications	The following resources should be provided: 2.1 Animal care workplace 2.2 Materials, tools and equipment relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Interview 3.3 Demonstration with questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY **:** **PROVIDE ANIMAL CARE HYGIENE ROUTINES**

UNIT CODE **:** **SOC913402**

UNIT DESCRIPTOR **:** This unit of competency covers the responsibilities and procedures required to provide daily care of animals, including the cleaning of animal housing and grooming or cleaning of animals under supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm workplace animal care routine schedules	1.1 Daily, weekly and periodical *workplace routine* schedules are identified and confirmed with (supervisor) appropriate household staff 1.2 Personal workplace responsibilities are clarified. 1.3 Workplace schedule and recording documents are collected and updated as required.	1.1 Organization policies, procedures and requirements, including OHS and emergency procedures 1.2 Daily, weekly and periodical workplace routine schedules 1.3 Workplace responsibilities	1.1 Literacy skills to follow sequenced written instructions, and record information accurately and legibly 1.2 Oral communication skills/language to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor 1.2 Numeracy skills to estimate, calculate and record routine workplace measures 1.3 Interpersonal skills to relate to people from arrange of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Check animals	2.1 **Animals** under personal responsibility during (shift) household work are clarified. 2.2 **Animal status** is verified via records or verbal reports. 2.3 Animals are counted and basic behavior is noted at beginning of (shift) household work. 2.4 Changes in animal numbers, behavior or condition are reported to (supervisor.) appropriate household staff. 2.5 Animals under personal responsibility are checked and status reported.	2.1 Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal handling and cleaning of housing 2.2 Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs 2.3 Common diseases, ailments, injuries and other impacts on animal health and wellbeing 2.4 Indicators of poor response to treatment or management of young, ill, injured or compromised animals 2.5 Protocols, legal and ethical considerations in documenting observations, measurements, treatments and decisions on animal care 2.6 Safe animal handling techniques and procedures 2.7 Terminology used to identify animals and describe their behavior	2.1 Literacy skills to follow sequenced written instructions, and record information accurately and legibly 2.2 Oral communication skills/language to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor 2.3 Numeracy skills to estimate, calculate and record routine workplace measures 2.4 Interpersonal skills to relate to people from arrange of social, cultural and ethnic backgrounds and with a range of physical and mental abilities 2.5 Employ safe and environmentally responsible organizational systems and procedures when working with animals

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.6 Identify common indicators of the presence of disease injury, compromised health or distress in animals 2.7 Interpret and report basic workplace information related to the daily care of animals
3. Maintain a clean workplace	3.1 Floors benches and other flat areas are cleaned in accordance with workplace (protocols) SOPs. 3.2 Animal housing areas are cleaned in accordance with workplace (protocols) SOPs 3.3 Waste and soiled bedding is disposed of in accordance with workplace (protocols.) SOPs. 3.4 Damage to housing and equipment is identified and reported. 3.5 Post-cleaning procedures are completed.	3.1 Animal housing cleaning techniques and equipment 3.2 Organization policies, procedures and requirements, including OHS and emergency procedures 3.3 Regulations relating to the disposal of hazardous waste 3.4 Safe use of chemicals and cleaning agents 3.5 Workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.	3.1 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 3.2 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace 3.3 Use equipment and materials correctly and in accordance with manufacturers' specifications 3.4 Numeracy skills to estimate, calculate and record routine workplace measures 3.5 Problem solving skills 3.6 Use safe manual handling techniques and/or equipment 3.7 Communication Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Complete hygiene practices for animals	4.1 *Hygiene control* methods for a range of animals are identified and practiced. 4.2 Basic animal hygiene inspection is performed and cleaning needs of nominated animals are identified. 4.3 Animals are bathed or cleaned under supervision. 4.4 Grooming techniques are determined in accordance with individual animal requirements. 4.5 Animals are groomed according to individual needs under supervision.	4.1 Animal care and hygiene principles 4.2 Animal housing cleaning techniques and equipment 4.3 Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal handling and cleaning of housing 4.4 Basic animal grooming and techniques	4.1 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 4.2 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace 4.3 Use equipment and materials correctly and in accordance with manufacturers' specifications 4.4 Numeracy skills to estimate, calculate and record routine workplace measures 4.5 Problem solving skills 4.6 Use safe manual handling techniques and/or equipment 4.7 Communication Skills 4.8 Use safe manual handling techniques and/or equipment 4.9 Use safe waste handling and disposal procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Complete post-hygiene care of animals	5.1 Animals are returned to housing. 5.2 Washing equipment is cleaned and stored. 5.3 Grooming tools are cleaned, checked and stored. 5.4 Damaged tools are reported to (supervisor.) appropriate household staff. 5.5 Supplies are audited and documented in accordance with workplace procedures. 5.6 ***Workplace documents*** are updated as required.	5.1 Common diseases, ailments, injuries and other impacts on animal health and wellbeing 5.2 Protocols, legal and ethical considerations in documenting observations, measurements, treatments and decisions on animal care 5.3 Cleaning and storing of washing equipment 5.4 Cleaning and storing of grooming equipment 5.5 Checking and reporting of damage tools	5.1 Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection 5.2 Participate in arrangements for maintaining the health and safety of all people and animals in the workplace 5.3 Use equipment and materials correctly and in accordance with manufacturers' specifications 5.4 Numeracy skills to estimate, calculate and record routine workplace measures 5.5 Problem solving skills 5.6 Use safe manual handling techniques and/or equipment 5.7 Communication Skills 5.8 Use safe manual handling techniques and/or equipment 5.9 Use safe waste handling and disposal procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Workplace routines	May include: 1.1 Assisting others in completion of tasks within limits of current level of competence 1.2 Catching and handling animals under supervision 1.3 Checking animals for signs of distress, illness and injury 1.4 Checking security and repair of animal housing, equipment and general facility 1.5 Cleaning and grooming animals under supervision 1.6 Cleaning and preparation of animal cages, enclosures, exhibits, displays, general work areas, office, reception and customer service areas 1.7 Confirming all animals are in their cages or enclosures 1.8 Documenting work tasks in accordance with workplace procedures 1.9 Operating general equipment used to complete workplace cleaning routines 1.10 Picking up rubbish, removing branches or other unsightly items not part of exhibit or animal housing 1.11 Reporting animal health concerns to supervisor 1.12 Stocktaking and re-supply of items 1.13 Timeframes for completing tasks.
2. Animals	May include: 2.1 Animals commonly encountered within the industry workplace and may cover both native and introduced species 2.2 Animals from the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates).

3. Animal status	May include:
	3.1 Counting animals
	3.2 Observing and reporting unusual behavior for nominated animal:
	3.3 Aggression or docility (depending on animal)
	3.4 Disinterest in surroundings, other animals, people or usual stimuli
	3.5 Excessive licking, scratching and rubbing
	3.6 Lethargy
	3.7 Nest building
	3.8 Self mutilation
	3.9 Trembling
	3.10 Vocalizing
	3.11 Observing and reporting indicators of illness or injury:
	    3.11.1 Bleeding
	    3.11.2 Changes in drinking or eating patterns
	    3.11.3 Lameness or reluctance to move and vocalizing when attempting to move
	    3.11.4 Swelling

	3.11.5 Unusual amounts, color or texture of feces.

4. Maintaining a clean workplace	May include:
	4.1 Animal housing:
	    4.1.1 Adjusting animal housing features according to weather and climatic conditions
	    4.1.2 Collection and removal of feces
	    4.1.3 Completing cleaning routines for sick or quarantined animals to avoid cross-contamination
	    4.1.4 Emptying and cleaning water and feeding receptacles using approved cleaning products and methods
	    4.1.5 Refilling water containers
	    4.1.6 Removing rubbish from housing and surrounding areas
	    4.1.7 Removing soiled bedding and disposing in approved area
	    4.1.8 Replacement of housing furniture items, such as vegetation and behavior stimulation items under direction of supervisor
	    4.1.9 Resetting of clean bedding materials
	    4.1.10 Washing down of toilet areas to remove urine and feces using approved cleaning products and methods
	4.2 General work area cleaning:
	    4.2.1 Emptying rubbish bins, picking up general litter within the workplace
	    4.2.2 Vacuuming, sweeping, floor cleaning
	    4.2.3 Using non-disrupting cleaning methods to control potential biohazards, when required
	    4.2.4 Washing and wiping down work areas, benches and equipment
	4.3 Storing equipment to avoid slip and trip hazards
	4.4 Reporting damaged equipment.

5. Hygiene control practices	May include:
	5.1 Aseptic technique
	5.2 Checking animals skin, coat, shell, carapace or other external features for:
	    5.2.1 Foreign objects such as grass seeds, sticks or other vegetation and hardware, such as nails
	    5.2.2 General condition
	    5.2.3 Signs of coat, skin, shell and carapace shedding
	    5.2.4 Signs of damage, including cracks, breaks, splits, exudates and, tenderness
	    5.2.5 Signs of dirt, feces, food or other items
	    5.2.6 Signs of parasites, including presence of eggs, blisters or other lesions, rubbed areas of coat, skin texture changes and color changes
	5.3 Completing infection control procedures as required
	5.4 Grooming animals to remove shedding coat or skin, if required, or for general health and wellbeing
	5.5 Isolating potentially contagious or ill animals under supervision
	5.6 Personal hygiene practices especially washing and drying hands (e.g. before and after animal contact)
	5.7 Providing housing furnishings to assist animal to complete own shedding process
	5.8 Referring to supervisor animals that may require:
	    5.8.1 Wound and injury management treatment
	    5.8.2 Examination in relation to potential contagious conditions
	    5.8.3 Repairs to shell
	5.9 Use of personal protective equipment
	5.10 Washing animal to remove dirt, foreign objects, parasites and other undesirable items.

6. Workplace documents	May include: 6.1 Animal health records 6.2 Chemical register 6.3 Diary, rosters and task completion and timeframe records 6.4 Equipment use, damage and repair register 6.5 Facility damage and repair register 6.6 Incident reports 6.7 Message recording systems 6.8 Stock control records 6.9 Safe operating procedures.

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Confirmed animal care routines required, clean and maintain animal housing and related facilities 1.2 Maintained animal comfort and health through cleaning and grooming of animals 1.3 Reported and documented personal animal care duties 1.4 Monitored animals and reported issues as required according to workplace protocols and procedures. The skills and knowledge required to complete animal care hygiene routines must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
2. Resource Implications	The following resources should be provided: 2.1 Animal care work place 2.2 Materials, tools and equipment relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Interview 3.3 Demonstration with questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : TRIM AND PRUNE LANDSCAPE PLANTS

UNIT CODE   : AGR611376

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes required to trim and prune landscape plant based on the purposes of such landscape maintenance activity.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify trimming and pruning requirements	1.1 *Landscape plants* and their parts that are in need of trimming and pruning are distinguished according to landscape maintenance standards (LMS). 1.2 *Purpose* and method of pruning are determined according to LMS. 1.3 *Utility services* are located using site plans and in consultation with *concerned persons or authority.* 1.4 Access to the site is determined in consultation with concerned persons or authority. 1.5 Occupational Health and Safety (OHS) *hazards* are identified, *risks* assessed and reported to concerned persons or authority.	1.1 Types of landscape plants, their characteristics and growth habit 1.2 Techniques, principles and procedures of trimming and pruning applicable to plant types and plant factors, environmental and cultural considerations and objectives of the tasks 1.3 Effects of trimming and pruning operations on plant growth and development 1.4 Functions and uses of tools and equipment 1.5 Hygiene practices and plant health principles relevant to trimming and pruning	1.1 Using of appropriate tools and equipment and prescribed safety/protective devices 1.2 Understanding work procedures 1.3 Communication skills in receiving instructions and rendering even simple oral and written reports 1.4 Maintaining tools and equipment
2. Prepare for trimming and pruning operations	2.1 *Tools, supplies and equipment* are prepared in accordance with the work requirements. 2.2 Pre-operational and safety checks are carried out on tools and equipment according to manufacturer's specifications and industry work practices. 2.3 Prescribed *safety and personal protective equipment (PPE)* is	2.1 Tools, supplies and equipment preparation 2.2 Functions and uses of tools and equipment 2.3 Pre-operational and safety checks on tools and equipment 2.4 Selection, usage and maintenance of prescribed safety and personal protective equipment (PPE).	2.1 Preparing appropriate tools and equipment and prescribed safety/protective devices 2.2 Understanding work procedures 2.3 Communication skills in receiving instructions and rendering even simple oral and written reports

ELEMENT	PERFORMANCE CRITERIA _Italicized terms_ are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	selected, used and maintained.		2.4 Maintaining tools and equipment
3. Perform trimming and pruning	3.1 **Safety and warning devices** are installed around the site during and between work periods. 3.2 Landscape plants are trimmed and pruned in accordance with work program and LMS. 3.3 Trimming and pruning of landscape plants are done using prescribed tools and equipment. 3.4 **Sterilizing agent/compound** are applied on pruning wounds in accordance with LMS. 3.5 Tasks are conducted using appropriate PPE.	3.1 Types of landscape plants, their characteristics and growth habit 3.2 Techniques, principles and procedures of trimming and pruning applicable to plant types and plant factors, environmental and cultural considerations and objectives of the tasks 3.3 Effects of trimming and pruning operations on plant growth and development 3.4 Functions and uses of tools and equipment 3.5 Hygiene practices and plant health principles relevant to trimming and pruning	3.1 Preparing appropriate tools and equipment and prescribed safety/protective devices 3.2 Understanding work procedures 3.3 Communication skills in receiving instructions and rendering even simple oral and written reports 3.4 Maintaining tools and equipment
4. Perform post-trimming and pruning activities	4.1 **Trimming and pruning wastes** are collected and disposed from the site in accordance with environmental standards and LMS. 4.2 Recommended manual handling techniques are used when lifting or moving heavy loads. 4.3 Tools and equipment are cleaned, maintained and stored according to LMS. 4.4 **Maintenance of clean and safe area** is undertaken throughout and on completion of work.	4.1 Waste management 4.2 Manual handling techniques used in lifting or moving heavy loads 4.3 Cleaning, maintenance, and storage of tools and equipment 4.4 Maintenance of work area 4.5 Documentation of work outputs	4.1 Understanding work procedures 4.2 Participating in teams and contributing to team objectives 4.3 Communication skills in receiving instructions and rendering even simple oral and written reports 4.4 Maintaining tools and equipment 4.5 Minimizing environmental disturbances

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.5 Work outputs are recorded or reported to concerned persons or authority according to industry practices.		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Landscape plants	May include: 1.1 Shrubs and hedges 1.2 Vines 1.3 Palms 1.4 Bamboos 1.5 Trees
2. Purpose	May include: 2.1 Create and maintain form and shape of landscape plant 2.2 Promote health 2.3 Direct or control growth 2.4 Encourage flowering and fruiting 2.5 Remove/minimize risk/hazard

3. Utility services	May include:
	3.1 Aboveground utilities
	    3.1.1 Electrical and communication lines
	    3.1.2 Cable/TV lines
	3.2 Underground utilities
	    3.2.1 Irrigation and domestic water distribution lines
	    3.2.2 Electrical and communication lines
	    3.2.3 Cable/TV lines
	    3.2.4 Drainages and sewerages

4. Concerned persons or authority	May include: 4.1 Supervisor 4.2 Property management officer 4.3 Home owner 4.4 Inspector
5. Hazards	May include: 5.1 Disturbance or interruption of services 5.2 Solar radiation 5.3 Pollutants (e.g. gaseous, suspended particulate matters) 5.4 Noise 5.5 Manual handling of moving powered equipment or parts, sharp tools and materials

	5.6 Uneven landforms/surfaces
	5.7 Flying and falling objects
6. Risks	May include:
	6.1 Risk to co-workers, equipment, other people and animals external to the workplace (e.g. members of the public, stray pets and wildlife)
	6.2 Risk to natural environment
7. Tools, supplies and equipment	May include:
	7.1 Hedge trimmers (HT): Power and manual
	7.2 Shears: Pruning, loping
	7.3 Saws: Pruning saws, chain saws, bow saws
	7.4 Pole/Tree pruner
	7.5 Telescopic shaft/high branch pruning chain saws
	7.6 Ladder/adjustable ladder
	7.7 Basket type boom/cherry picker
	7.8 Sterilizing agent/pruning compound
8. Safety and PPE	May include:
	8.1 Early warning devices
	8.2 Overall
	8.3 Gloves
	8.4 Goggles
	8.5 Ear muff/plugs
	8.6 Gas mask
	8.7 Safety belt/harness
	8.8 Climbing ropes/gadgets
	8.9 Hard hat
	8.10 Shoes/safety shoes
	8.11 Reflectorized vest (depends on location of work)
9. Early warning devices	May include:
	9.1 Traffic cones
	9.2 Warning tapes
	9.3 Warning signage
10. Sterilizing agent/ compound	10.1 Coal tar
	10.2 Bituminous pruning compound
	10.3 Latex Paint with fungicide
	10.4 Fungicide
11. Trimming and pruning wastes	May include:
	11.1 Tops or shoots
	11.2 Branches
	11.3 Twigs
	11.4 Leaves
	11.5 Flowers and fruits
12. Maintenance of clean and safe area	May include:
	12.1 Keeping public access paths and roads clear of debris, waste, tools and equipment
	12.2 Disabling tools and equipment after use
	12.3 Using signage and barriers where necessary
	12.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified trimming and pruning requirements 1.2 Prepared supplies, materials, tools, equipment and PPE 1.3 Trimmed and pruned landscape plants 1.4 Applied sterilizing agent/compound 1.5 Performed post-trimming and pruning operations 1.6 Observed OHS practices
2. Resource Implications	The following resources should be provided: 2.1 Landscape plants and/or landscaped area 2.2 Tools, equipment and supplies relevant to the activity 2.3 Protective/safety gadgets
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation with Oral Questioning 3.2 Interview 3.3 Portfolio
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : PERFORM WEEDING AND CULTIVATION

UNIT CODE : AGR611377

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to conduct weeding operations and soil cultivation activities. This is purposely to minimize competition and to improve soil aeration and water absorption/retention, respectively for better growth and development of the landscape plants.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine requirements for weeding and cultivation activity	1.1 ***Weed species*** and ***"volunteer" plants*** ("'invaders") that are out-of-place and considered undesirable in the landscape are identified based on specific landscape maintenance guidelines or as per instructions. 1.2 ***Landscape areas*** needing weeding and cultivation are identified based on instructions or in accordance with LMS.	1.1 Requirements for weeding and cultivation activity 1.2 Recognition of the effects of weeds and undesirable "volunteer" species (invaders) on landscape plants 1.3 Knowledge in distinguishing weeds and undesirable "volunteer" species 1.4 Landscape area	1.1 Identifying weed species and "volunteer" plants 1.2 Identifying landscape areas needing weeding and cultivation
2. Prepare for weeding and cultivation operation	2.1 List of weeds and "volunteer plants" and the map of specific landscape areas are prepared and secured 2.2 ***Method and purpose of weeding*** are determined based on the type of weed species and out-of-place "volunteer" species 2.3 ***Tools, supplies and equipment*** needed are made ready and available for use according to the types of weeds and "volunteer" species that needs removal 2.4 Appropriate ***safety protective devices*** are prepared for use	2.1 List of weeds and "volunteer plants" 2.2 Map of specific landscape areas 2.3 Method and purpose of weeding 2.4 Tools, supplies and equipment 2.5 Safety protective devices	1.1 Identifying weed species and "volunteer" plants 1.2 Identifying landscape areas needing weeding and cultivation
3. Conduct weeding and removal of	3.1 Weeds and out-of-place "volunteer" plant species in the landscape are removed and disposed	3.1 Knowledge in distinguishing weeds and undesirable "volunteer" species	3.1 Conducting weeding

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
"volunteer" species	in accordance with landscape maintenance standard or as per instructions. 3.2 Weeds and out-of-place "volunteer" plant species are removed using prescribed tools and equipment 3.3 Tasks are done using appropriate safety/protective devices.	3.2 Appropriate safety/protective devices 3.3 Waste disposal	3.2 Using appropriate tools and equipment 3.3 Communication Skills
4. Determine compacted soil	4.1 Compacted soil or soil that is having problem with aeration, water infiltration and conditions for root development is determined as per established practice 4.2 Effects of compacted soil on root development and anchorage are recognized 4.3 ***Method and purpose of soil cultivation*** are determined based on the conditions of the soil	4.1 Compacted soil or soil 4.2 Effects of compacted soil on root development and anchorage 4.3 Method and purpose of soil cultivation	4.1 Compacting soil 4.2 Familiarizing effects of compacted soil on root development and anchorage 4.3 Determining method and purpose of soil cultivation
5. Cultivate compacted soil	5.1 Compacted soil is cultivated simultaneous with weeding operations in accordance with landscape maintenance standards or as per instructions 5.2 Soil cultivation is done using appropriate tools and equipment 5.3 Task is performed using prescribed safety/protective devices	5.1 Compacted Soil 5.2 Weeding Operations 5.3 Soil Cultivation 5.4 Tools and Equipment 5.5 Safety and Protective Devices	5.1 Compacting soil 5.2 Familiarizing effects of compacted soil on root development and anchorage 5.3 Determining method and purpose of soil cultivation
6. Perform post-weeding and soil cultivation activities	6.1 Tools and equipment are cleaned, maintained and stored as per instruction of in accordance with LMS	6.1 Cleaning, maintenance and storage of tools and equipment 6.2 Maintenance of work area	6.1 Understanding work procedures 6.2 Participating in teams and contributing to team objectives

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	6.2 ***Maintenance of clean and safe area*** is undertaken throughout and on completion of work 6.3 Work outputs are recorded or reported to concerned persons or authority according to industry practices	6.3 Documentation of work outputs	6.3 Communication skills in receiving instructions and rendering even simple oral and written reports 6.4 Maintaining tools and equipment 6.5 Minimizing environmental disturbances

RANGE OF VARIABLES

VARIABLE	RANGE

1. Weed species and volunteer plants (invaders)	May include:
	1.1 Weeds
	    1.1.1 Grass
	    1.1.2 Sedges
	    1.1.3 Shrubs
	    1.1.4 Vines
	1.2 Out-of-place "volunteer" plant species are those that grow naturally in the site and are competing with desirable plants, making the site ugly and/or are eye-sore in the landscape. Volunteer species can be landscape plants but is not included in the landscape design

2. Landscape areas	May include: 2.1 Lawn 2.2 Flower beds 2.3 Hedges and shrubs landscape area 2.4 Tree lawn or tree planting verges
3. Methods of weed control	May include: 3.1 Manual weeding 3.2 Mechanical weeding 3.3 Chemical weeding
4. Purpose of weeding	May include: 4.1 Release the desirable landscape plants from competition of weeds and out-of-place "volunteer" species 4.2 Improve the health conditions of the landscape plants 4.3 Lessen susceptibility of the landscape plants from pest and disease attack
5. Methods of soil cultivation	May include: 5.1 Manual 5.2 Mechanical
6. Purpose of soil cultivation	May include: 6.1 Improve soil structure, porosity, aeration and water infiltration 6.2 Improve conditions for root system development and root anchorage 6.3 Improve water and nutrient absorption 6.4 Enhance soil macro and micro-organisms activity
7. Supplies, tools and equipment for weeding operations	May include: 7.1 Small bolo "dulos" 7.2 Scythe ("Karit") 7.3 Small round/flat bar 7.4 Spade 7.5 Trowel 7.6 Chemicals (Types: Selective herbicide; Wide spectrum)
8. Tools and equipment for soil cultivator	May in clued: 8.1 Small bolo ("dulos") 8.2 Small round/flat bar 8.3 Spade 8.4 Soil cultivating machine
9. Protective/safety devices used in weeding and cultivation	May include: 9.1 Goggles 9.2 Overalls, gloves 9.3 Reflectorized vest (depends on location of work)
10. Maintenance of clean and safe area	May include: 10.1 Keeping public access paths and roads clear of debris, waste, tools and equipment

	10.2 Disabling tools and equipment after use
	10.3 Using signage and barriers where necessary
	10.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Determined requirements for weeding and cultivation activity
	1.2 Prepared for weeding and cultivation operation
	1.3 Conducted weeding and removal of "volunteer" plant species
	1.4 Determined compacted soil
	1.5 Cultivated compacted soil
	1.6 Conducted post weeding and soil cultivation operations
	1.7 Used/operated tools and equipment properly
	1.8 Used prescribed protective/safety gadgets
2. Resource Implications	The following resources should be provided:
	2.1 Landscape area
	2.2 Necessary tools and equipment
	2.3 Relevant supplies and materials
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Direct Observation with Oral Questioning
	3.2 Interview
	3.3 Portfolio
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIIT OF COMPETENCY :   WATER/IRRIGATE PLANTS

UNIT CODE   :   AGR611379

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes required to maintain the health and vigor of the landscape plants through proper watering/irrigation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine requirements of watering/ irrigating landscape plants	1.1 Importance of water to growth and development of landscape plants and the effects of water stress (less or excess water) to plants are recognized as per established practice. 1.2 Landscape plants suffering from less or excessive watering are determined using some *visually observable plant* and *soil conditions* and/or guidelines.	1.1 Importance of water in watering/irrigating landscape plants 1.2 Requirements of watering/irrigating landscape plants 1.3 Landscape plants 1.4 Determine landscape plants suffering from less or excessive watering using some visually observable plant and soil conditions and/or guidelines.	1.1 Determining requirements of watering/irrigating 1.2 Knowing the importance of water 1.3 Determining landscape plants suffering from less or excessive watering
2. Prepare for watering/ irrigation activity	2.1 *Amount and frequency of watering/irrigation* of plants are determined in accordance with LMS or as per instructions. 2.2 *Tools, supplies and equipment* needed are prepared based on the *method of watering* and/or irrigation to be used. 2.3 *Prescribed protective/safety devices* are made ready and available for use.	2.1 Amount and frequency of watering/irrigation 2.2 Tools, supplies and equipment 2.3 Prescribed protective/safety devices	2.1 Preparing for watering/irrigation 2.2 Determining amount and frequency of watering/irrigation 2.3 Preparing tools, supplies and equipment 2.4 Preparing prescribed protective/safety devices 2.5 Using prescribed protective/safety devices

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Conduct watering/ irrigation of plant	3.1 Watering or irrigating of plants is done in accordance with the basic principles or standard practice or as per instructions. 3.2 Watering/irrigation is performed using the irrigation tools and equipment appropriate to the methods selected. 3.3 Task is performed using the prescribed protective/safety gadgets.	3.1 Watering or irrigating of plants 3.2 Irrigation tools and equipment 3.3 Prescribed protective/safety gadgets	3.1 Conducting watering/irrigation of plant 3.2 Using irrigation tools and equipment 3.3 Using prescribed protective/safety gadgets
4. Perform post-watering/ irrigation activities	4.1 Tools and equipment are cleaned, maintained and stored as per instruction of in accordance with LMS. 4.2 ***Maintenance of clean and safe area*** is undertaken throughout and upon completion of work. 4.3 Work outputs are recorded or reported to concerned persons or authority according to industry practices.	4.1 Cleaning, maintenance and storage of tools and equipment 4.2 Maintenance of work area 4.3 Documentation of work outputs	4.1 Understanding work procedures 4.2 Participating in teams and contributing to team objectives 4.3 Communication skills in receiving instructions and rendering even simple oral and written reports 4.4 Maintaining tools and equipment 4.5 Minimizing environmental disturbances

RANGE OF VARIABLES

VARIABLE	RANGE
1. Importance of water to plants	May include: 1.1 Maintains of vital physiological processes in plants 1.2 Primary raw material for photosynthesis or food manufacture 1.3 Maintains of turgidity of the cells 1.4 Helps in the translocation of nutrients, food and other assimilates 1.5 Maintains the health conditions of the plant
2. Plant conditions	May include: Visually observable conditions of plants suffering from water stress 2.1 Wilting and die back 2.2 Change in color and appearance of the leaves 2.3 Premature falling of leaves/defoliation

3. Soil conditions	May include:
	Visually observable conditions of soil suffering from water stress
	3.1 When dry
	    3.1.1 Too dusty
	    3.1.2 Cracks on soil
	3.2 When waterlogged or over-watered
	    3.2.1 Too wet
	    3.2.2 Muddy

4. Amount and frequency of watering	May include: Determining when and how much to irrigate may include: 4.1 Observation of the conditions of the plant 4.2 Observation of the conditions of the soil 4.3 Use of moisture meter
5. Methods of watering/irrigation	May include: The methods of watering depend on the kind of landscape plants/landscape areas and available facilities: 5.1 Overhead irrigation: overhead sprinkler, pop-up etc. 5.2 Drip irrigation 5.3 Furrow irrigation 5.4 Basin irrigation
6. Tools and equipment	May include: Depending on the method, the following may be needed: 6.1 Water hose with and without sprinklers 6.2 Water truck 6.3 Irrigation system installed 6.4 Plumbing tools
7. Protective/safety devices	7.1 Overalls 7.2 Gloves 7.3 Hat/hard hat 7.4 Rain boots 7.5 Reflectorized vest (depends on the location of work)
8. Maintenance of clean and safe area	May include: 8.1 Keeping public access paths and roads clear of debris, waste, tools and equipment 8.2 Disabling tools and equipment after use 8.3 Using signage and barriers where necessary 8.4 Removing debris and waste from the work area

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined requirements of watering/irrigating plants 1.2 Recognized importance of water to plants and the consequent effects of less or over-watering 1.3 Distinguished plants needing watering and plants in excess of watering or suffering from waterlogged conditions 1.4 Prepared for watering/irrigation activity as per instructions 1.5 Conducted watering/irrigation using the prescribed tools, supplies and equipment and in accordance with standard practice 1.6 Performed post-watering/irrigation activity
2. Resource Implications	The following resources should be provided: 2.1 Landscape area/landscape plants 2.2 Tools and equipment 2.3 Protective/safety gadgets
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation with Oral Questioning 3.2 Interview 3.3 Portfolio
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : **CONTROL AND PREVENT PLANT PEST AND DISEASES**

UNIT CODE : **AGR611380**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to determine types of pests and diseases and their prevention and control measures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine requirements of preventing and controlling plant pests and diseases	1.1 Infested and diseased *landscape plants* are determined based on *plant conditions, symptoms and signs and other manifestation of infestation and infection.* 1.2 *Pests and diseases* are identified and classified using general classification guidelines. 1.3 Life cycle or various life stages of pests from eggs, larvae, pupa and adult and their mode of attack or infestation are known. 1.4 Life cycle or various life stages and signs and symptoms of plant diseases and their mode of attack are known. 1.5 Access to the site is determined in consultation with concerned persons or authority. 1.6 Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to concerned persons or authority.	1.1 Plant conditions, symptoms and signs and other manifestation of infestation and infection 1.2 Requirements of preventing and controlling plant pests and diseases 1.3 Pests and diseases 1.4 Life cycle or various life stages of pests from eggs, larvae, pupa and adult and their mode of attack or infestation 1.5 Life cycle or various life stages and signs and symptoms of plant diseases and their mode of attack 1.6 Occupational Safety and Health (OSH) hazards	1.1 Determining requirements of preventing and controlling plant pests and diseases 1.2 Determining infested and diseased landscape plants 1.3 Identifying and classifying pests and diseases 1.4 Determining life cycle or various life stages of pests from eggs, larvae, pupa and adult and their mode of attack or infestation 1.5 Determining life cycle or various life stages and signs and symptoms of plant diseases and their mode of attack 1.6 Identifying Occupational Safety and Health (OSH) hazards 1.7 Assessing and reporting risks
2. Prepare for application of pests and disease prevention and control measures	2.1 *Method of prevention and control* is determined based on types of pests and diseases, their mode of attack and extent of infestation and infection.	2.1 Method of prevention and control 2.2 Types of pests and diseases, their mode of attack and extent of infestation and infection	2.1 Preparing application of pests and disease prevention and control measures 2.2 Determining method of prevention and control

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Tools, equipment, supplies and materials relevant to the method of prevention and control are prepared. 2.3 Prescribed *safety and personal protective equipment (PPE)* is selected in accordance with work requirements.	2.3 Tools, equipment, supplies and materials relevant to the method of prevention and control 2.4 Safety and personal protective equipment (PPE)	2.3 Preparing tools, equipment, supplies and materials relevant to the method of prevention and control 2.4 Selecting prescribed safety and personal protective equipment (PPE)
3. Apply pest and disease prevention and control measures	3.1 Manual and biological method of prevention and control of pest and disease are applied whenever applicable. 3.2 In case of using chemical and bio-pesticides, the frequency and dosage of application is determined based on types of pests and diseases and extent of attack and in accordance with LMS or manufacturer's recommendation. 3.3 Pest and disease prevention and control measures are applied in accordance with to OHS requirements and Fertilizer and Pesticide Authority (FPA) guidelines. 3.4 Task is performed using prescribed tools, supplies and appropriate protective/safety devices.	3.1 Manual and biological method of prevention and control of pest and disease 3.2 Chemical and bio-pesticides-frequency and dosage of application 3.3 Types of pests and diseases and extent of attack 3.4 Pest and disease prevention and control measures 3.5 OHS requirements 3.6 Fertilizer and Pesticide Authority (FPA) guidelines 3.7 Prescribed tools, supplies	3.1 Applying pest and disease prevention and control measures 3.2 Applying manual and biological method of prevention and control of pest and disease 3.3 Determining chemical and bio-pesticides, the frequency and dosage of application 3.4 Applying pest and disease prevention and control measures
4. Perform post-prevention and control measures	4.1 *Tools and equipment* are cleaned, maintained and stored according to LMS. 4.2 *Maintenance of clean and safe area* is undertaken throughout	4.1 Cleaning, maintenance and storage of tools and equipment 4.2 Maintenance of work area 4.3 Documentation of work outputs	4.1 Understanding work procedures 4.2 Participating in teams and contributing to team objectives 4.3 Communication skills in receiving

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and on completion of work. 4.3 Work outputs are recorded and reported to concerned persons or authority according to industry practices.		instructions and rendering even simple oral and written reports 4.4 Maintaining tools and equipment 4.5 Minimizing environmental disturbances

RANGE OF VARIABLES

VARIABLE	RANGE
1. Landscape plants	May include: 1.1 Shrubs and hedges 1.2 Vines 1.3 Palms 1.4 Bamboos 1.5 Trees
2. Plant conditions	May include: 2.1 Age/Stage of growth 2.2 Healthy and vigorous 2.3 Diseased/infected: 2.4 Infested

3. Symptoms, signs and other manifestations diseases	May include:
	3.1 Diseases
	3.2 Leaf spots
	3.3 Anthracnose
	3.4 Fruiting bodies
	3.5 Presence of hyphae
	3.6 Pests
	        3.6.1 Gall on leaves, stems, branches
	        3.6.2 Skeletonized, browsed/chewed leaves
	        3.6.3 Withering, die back etc

4. Pests and diseases	May include:
	4.1 Pests
	        4.1.1 Insect pests: Chewing, Sucking, Girdling/Boring, etc.
	        4.1.2 Termites
	        4.1.3 Nematodes
	4.2 Diseases
	        4.2.1 Parasitic fungus
	        4.2.2 Bacteria
	        4.2.3 Viruses

5. Methods of prevention and control	May include:
	5.1 Prevention
	        5.1.1 Species/individual (genetically superior) selection
	        5.1.2 Pest and disease free
	        5.1.3 Cultural management
	        5.1.4 Sanitation
	5.2 Control
	5.3 Manual/mechanical
	5.4 Chemical (systemic, broad spectrum, contact)
	5.5 Biological- (insects, microorganisms)
	5.6 Bio-pesticides

6. Tools, supplies and equipment	May include: 6.1 Backpack sprayer 6.2 Boom sprayer 6.3 Soil drencher 6.4 Pruning shears, 6.5 Pruning saws
7. Protective/safety gadgets	May include: 7.1 Overalls, gloves 7.2 Gas mask 7.3 Goggles 7.4 Reflectorized vest (depends on location of work)
8. Maintenance of clean and safe area	May include: 8.1 Keeping public access paths and roads clear of debris, waste, tools and equipment 8.2 Disabling tools and equipment after use

| | 8.3 Using signage and barriers where necessary |
| | 8.4 Removing debris and waste from the work area |

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Determined requirements for the prevention and control of pests and diseases
	1.2 Prepared for the application of pest and disease prevention and control
	1.3 Applied pest and disease prevention and control measures
	1.4 Conducted post-pest and disease prevention and control operations
	1.5 Performed tasks using appropriate tools, equipment and safety/protective devices
2. Resource Implications	The following resources should be provided:
	2.1 Landscape area/landscape plants
	2.2 Tools, equipment, supplies and materials and protective/safety devices
	2.3 Instructions or guidelines
3. Methods of Assessment	Competency in this unit must be assessed through:
	3.1 Direct Observation with Oral Questioning
	3.2 Interview
	3.3 Portfolio
4. Context of Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

SECTION 3   TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **DOMESTIC WORK NC II.**

3.1   CURRICULUM DESIGN

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

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

Course Title: <u>DOMESTIC WORK</u>   **Level: <u>NC II</u>**

Nominal Training Duration:

37	hours	Basic Competencies
20	hours	Common Competencies
90	hours	Core Competencies
147	**hours**	**TOTAL**
80	hours	Supervised Industry Learning (SIL)
		Elective Competencies
20	hours	Assist in the care of animals
20	hours	Provide animal care hygiene routines
15	hours	Trim and prune landscape plants
15	hours	Perform weeding and cultivation
12	hours	Water/irrigate plants
14	hours	Control and prevent plant pest and diseases
96	hours	

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in cleaning living room, dining room, bedrooms, toilet and kitchen, washing and ironing clothes, linen and fabric, preparing hot and cold meals/food, and providing food and beverage service. This include classroom learning activities and practical work in actual work site or simulation area.

The common competencies include maintain an effective relationship with clients/customers, and manage own performance. It also includes basic competencies such as, participate in workplace communication, work in a team environment, practice career professionalism, and practice occupational health and safety procedures. The common competency –Maintain an effective relationship with clients and customers has been contextualized to include the provisions of Kasambahay law, e.g. standard employment contract, rights and privileges, pre-employment requirements, working conditions, barangay registrations, social and other benefits, etc.

It also has six (6) elective competencies as indicated below:
1. Assist in the care of animals (20 Hrs)
2. Provide animal care hygiene routines (20 Hrs)
3. Trim and Prune landscape plants (15 Hrs)
4. Perform weeding and cultivation (15 Hrs)
5. Water/irrigate plants (12 Hrs)
6. Control and prevent plant pest and diseases (14 Hrs)

The Elective competencies are additional core units of competencies that are useful but not absolutely necessary for enhancing the mobility/employability of a person. These competencies are considered important in the performance of the job and may be drawn from among the units of competency in the TRs promulgated for other sectors. Likewise, they are only taken depending on the need of the work environment.

These Elective Competencies where selected from the core units of competencies from the existing WTR in *Landscape Installation and Maintenance (Softscape)* and one (1) NTR on **Animal Care** with two (2) units of competencies by the Technical Experts invited during the development of the Training Regulation and Competency-Based Curriculum for the Domestic Work NC II.

The Elective Competencies for Providing Care and Support for Infants, Toddlers, Children, Elderly, People with Special Needs were not included because these are highly specialized areas and are now in four separate Training Regulations se. Hence, the learners should take the whole program as prescribed in the Training Regulations.

Elective competencies are not mandatory for program registration. TVET Institutions/Training Providers may opt to offer one or two or more competencies if they have the available resources and facilities.

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

Course Delivery: Flexible Learning delivery with the following modes:

Blended Learning
- Online
  - Synchronous using conferencing apps
  - Asynchronous through LMS/CMS

- Offline
  - Face to face demonstration

Distance Learning
- Modular self-paced

BASIC COMPETENCIES
(37 HOURS)

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

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

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

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

	1.3. Complete relevant work related documents	• Describe Communication procedures and systems
		• Read:
		  o Meeting protocols
		  o Nature of workplace meetings
		  o Workplace interactions
		  o Barriers of communication
		• Read instructions on work related forms/documents
		• Practice:
		  o Estimate, calculate and record routine workplace measures
		  o Basic mathematical processes of addition, subtraction, division and multiplication
		• Demonstrate office activities in:
		  o workplace meetings and discussions scenario
		• Perform workplace duties scenario following simple written notices
		• Follow simple spoken language
		• Identify the different Non-verbal communication
		• Demonstrate ability to relate to people of social range in the workplace
		• Gather and provide information in response to workplace requirements
		• Complete work-related documents
			• Group discussion
			• Lecture
			• Demonstration
			• Role play
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Locate needed information from the different sources of information			

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting			
	3.3 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
4. Develop Career and Life Decisions	4.1 Manage one's emotion	• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals • Explain enablers and barriers in achieving personal and career goals • Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. • Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals • Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace			
	4.2 Develop reflective practice	• Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy • Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence • Demonstrate self-acceptance and being able to accept challenges	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.3 Boost self-confidence and develop self-regulation	• Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc.	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Determine strengths and weaknesses			
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
	5.2 Discuss and develop ideas with others	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance	1 hour

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

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

	6.2 Assess gathered data/ information	• Lecture and discussion on: o Data analysis techniques/ procedures	• Group discussion • Lecture • Demonstration	• Oral evaluation • Written Test • Observation	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Organisational values, ethics and codes of conduct o Trends and anomalies • Computing business mathematics and statistics • Application of data analysis techniques	• Role Play • Practical exercises	• Presentation	
	6.3 Record and present information	• Lecture and discussion on: o Reporting requirements to a range of audiences o Recommendations for possible improvements • Analysis and comparison of interim and final reports' outcomes • Reporting of data findings	• Group discussion • Lecture • Demonstration • Role Play • Practical exercises	• Oral evaluation • Written Test • Observation • Presentation	3 hours
7. Practice Occupational Safety and Health Policies and Procedures	7.1 Identify OSH compliance requirements	• Discussion regarding: - Hierarchy of Controls - Hazard Prevention and Controls - Work Standards and Procedures - Personal Protective Equipment	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
	7.2 Prepare OSH requirements for compliance	• Identification of required safety materials, tools and equipment • Handling of safety control resources	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	• Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	2 hours

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

8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	• Discussion on the process how Environmental Policies coherence is achieved
		• Discussion on Necessary Skills in response to changing environmental policies needs
		  - Waste Skills
		  - Energy Skills
		  - Water Skills
		  - Building Skills
		  - Transport Skills
		  - Material Skills
			• Lecture
			• Group Discussion
			• Simulation
			• Demonstration
				• Written Exam
				• Demonstration
				• Observation
				• Interviews /
				• Questioning
					1 hour

	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	• Discussion of Environmental Protection and Resource Efficiency Targets • Analysis on the Relevant Work Procedure	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	8.3 Convey inefficient and ineffective environmental practices	• Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing Environment Awareness	• Lecture • Group Discussion • Role Play • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	• Case studies on Best entrepreneurial practices • Discussion on Quality procedures and practices • Case studies on Cost consciousness in resource utilization	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.2 Communicate entrepreneurial workplace best practices	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• Written Test • Interview	1 hour
	9.3 Implement cost-effective operations	• Case studies on Preservation, optimization and judicious use of workplace resources	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	2 hours

COMMON COMPETENCIES
(20 HOURS)

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

1. Maintain an effective relationship with clients/ customers (14 hrs.)	1.1 Maintain a professional image	• Lecture and discussion on the following topics:
		  o Uniform and personal grooming requirements of the employer and the client
		  o Professional Code of Conduct of a Household Worker
		  o Professional Code of Ethics of a Household worker
		  o Desirable traits of a Household worker
		  o Uniform, equipment and paraphernalia of a Household worker
		  o Power and Duties of a Household worker
		  o Customer Relation
		  o Human Relation
		  o Value Formation
		  o Gender Awareness
		  o Courtesy and Discipline
		  o Kasambahay Law
		    - Standard Employment Contract
		    - Workers' Rights and Privileges
		    - Pre-employment Requirements
		    - Working Conditions
		    - Barangay registrations
		    - Workers' social and other benefits
			• Online (Synchronous) Group Discussion and Interaction (Role Playing)
			• Modular/ self-paced learning
			• Multimedia Presentation
			• Online Synchronous Lecture
			• Simulation
				• Demonstration with questioning
				• Direct Observation
				• Oral Interview
				• Online Written Exams
					4 hrs.

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

		o Environment Control
		  - Proper waste management
		  - Reduce, Re-Use, Re-Cycle
		  - 5S
		• Perform the following tasks:
		o Maintain uniform and personal grooming to assignment requirements
		o Maintain personal presence according to employer standards
		o Keep visible work area tidy and uncluttered
		o Store equipment according to assignment requirements.
		o Identify employment requirements and worker's right according to existing rules			

	1.2 Meet client/customer requirements	• Lecture and discussion on the following topics: o Different client's requirements o Occupational Safety and Health Requirement for the Assignment o Use of various means of communication (add'l) o Attention to detail when completing client/employer documentation o Interpersonal and communication skills in client contact assignments o Customer service skills required to meet client/customer needs	• Online (Synchronous) Group Discussion and Interaction (Role Playing) • Modular/ self-paced learning • Multimedia Presentation • Online Synchronous Lecture • Simulation	• Demonstration with questioning • Direct Observation • Oral Interviews • Online Written Exams	5 hrs.

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

		• Perform the following tasks:
		  o Identify and understand client requirements by referral to the assignment instructions
		  o Meet client requirements according to the assignment instructions
		  o Monitor and take appropriate action on changes to client's needs and requirements
		  o Clear and comply all communication with the client or customer with assignment requirements.
			• Online (Synchronous) Group Discussion and Interaction (Role Playing)
			• Modular/ self-paced learning
			• Multimedia Presentation
			• Online Synchronous Lecture
			• Simulation
				• Demonstration with Questioning
				• Direct Observation
				• Oral interview
				• Online Written exams	

	1.3 Build credibility with customers	• Lecture and discussion on the following topics:
		  o Various Client's requirements and expectations
		  o Customer service skills required to meet client/ customer needs
		    - Punctuality
		    - Customer Service
		    - Telephone Technique
		  o Different causes of clients/customers dissatisfactions
		  o Problem Solving and Negotiation
		  o Maintaining Records and reporting related to security matters
			• Online (Synchronous) Group Discussion and Interaction (Role Playing)
			• Modular/ self-paced learning
			• Multimedia Presentation
			• Online Synchronous Lecture
			• Simulation
				• Demonstration with Questioning
				• Direct Observation
				• Oral interview
				• Online Written exams
					5 hrs.

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

		• Perform the following tasks:
		  o Adhere to client expectations for reliability, punctuality and appearance
		  o Identify, deal and record possible causes of client/customer dissatisfaction according to employer policy
		  o Inform client fully of all relevant security matters in a timely manner and according to agreed reporting procedures			

2. Manage own performance (6 hrs.)	2.1 Plan completion of own workload	• Lecture and discussion on the following topics:
		  o Time and task management
		    - Different task and priorities
		    - Planning and prioritizing tasks
		  o Employer policy on performance management
		  o Indicators of appropriate performance for each area of responsibility
		  o Capacity to plan and prioritize workloads and requirements
			• Online (Synchronous) Group Discussion and Interaction (Role Playing)
			• Modular/ self-paced learning
			• Multimedia Presentation
			• Online Synchronous Lecture
			• Simulation
				• Demonstration with Questioning
				• Direct Observation
				• Oral interview
				• Online Written exams
					2 hrs.

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

		• Perform the following tasks:
		  o Identify tasks accurately
		  o Allocate priority to each task
		  o Allocate time lines to each task or series of tasks.
		  o Know and comply task's deadlines with whenever possible.
		  o Know and complete work schedules with agreed time frames.
		  o Develop work plans according to assignment requirements and employer policy.
		  o Detail uncompleted work or tasks and pass passed responsibility for completion to incoming shift or other appropriate persons			

	2.2 Maintain quality of performance	• Lecture and discussion on the following topics:
		  o Maintaining personal performance log
		    - Site and assignment requirements
		    - Indicators of appropriate performance for each area of responsibility
			• Online (Synchronous) Group Discussion and Interaction (Role Playing)
			• Modular/ self-paced learning
				• Demonstration with Questioning
				• Direct Observation
				• Oral interview
				• Online Written exams
					2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Steps for improving or maintaining performance o Self-evaluation and monitoring skills • Perform the following tasks: o Monitor personal performance continually against agreed performance standards. o Seek advice and guidance when necessary to achieve or maintain agreed standards o Apply guidance from management to achieve or maintain agreed standards. o Clarify and agree on standard of work according to employer policy and procedures.	• Multimedia Presentation • Online Synchronous Lecture • Simulation		
	2.3 Build credibility with customers/ clients	• Lecture and discussion on the following topics: o Various Client's expectations o Customer service skills required to meet client/ customer needs o Customer Service requirements o Problem Solving and Negotiation o Protocols, policy on security matters	• Online (Synchronous) Group Discussion and Interaction (Role Playing) • Modular/ self-paced learning • Multimedia Presentation	• Demonstration with Questioning • Direct Observation • Oral interview • Online Written exams	2 hrs.

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

		• Perform the following tasks:
		  o Adhere to client expectations for reliability, punctuality and appearance
		  o Identify, deal and record on possible causes of client/customer dissatisfaction according to employer policy.
		  o inform client fully of all relevant security matters in a timely manner
			• Online Synchronous Lecture
			• Simulation		

CORE COMPETENCIES
(90 HOURS)

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

1. Clean living room, dining room, bedroom, bathroom and kitchen (24 hours)	1.1 Clean surfaces and floor	Lecture and discussion on the following topics:
		• Types/ Uses/ Functions of Cleaning Equipment, Supplies and Materials
		• Waste disposal procedures
		  - Environmental risks
		  - Health and related effects of unclean areas
		  - Chemical and other solution related effects and reactions for cleaning surfaces
		• Types and Characteristics of Floors/surfaces
		• Method of Removing Suitable Dirt/ Stain
		• Glass Types, including defects
		• Methods of Identifying Stains, Mud, Dirt and Grease
		• Stain Removal Techniques
		• Procedures in Arranging Furniture
		• Cleaning/polishing and Sweeping materials and equipment
		• Cleaning, polishing and sweeping procedures
		• Maintenance and storing of cleaning/polishing equipment
		
		Perform the following tasks:
		• Use appropriate dirt removal/cleaning equipment, supplies, materials, procedures and techniques in
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
			• Individual/Group Coaching
				• Demonstration with Questioning
				• Online Written Examination
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		accordance with soil and litter types and established procedures • Remove all wastes from surface based on procedures. • Select and apply suitable maintenance procedures based on identified floor types and surface textures. • Perform cleaning, polishing and sweeping according to standard operating procedures. • Use cleaning, polishing and sweeping equipment, supplies and materials following safety procedures and manufacturer's specifications. • Clean cleaning/polishing equipment after use in accordance with relevant safety procedures and manufacturer's instructions • Store all cleaning, polishing, sweeping materials and equipment as per standard operating procedures (SOPs). • Carry out routine maintenance is as per SOPs.			

	1.2 Clean furnishing and fixtures	Lecture and discussion on the following topics:
		• Procedures in cleaning, arranging furniture:
		  - Aesthetics Principles
		  - Types and uses of cleaning agents
		  - Chemical reactions to other substance
		  - Chemical compatibility/incompatibility
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning
				• Direct Observation
				• Oral Interview
				• Demonstration
				• Online Written Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Types and Characteristics of Furniture and Furnishings • Procedures in cleaning maintaining room furniture and furnishings Perform the following tasks: • Clean furnishings and fixtures in accordance with standard operating procedures • Position furniture based on comfort and convenience and room lay out • Clean equipment after use in accordance with relevant safety and manufacturer's instructions. • Store all cleaning materials and equipment following SOPs. • Carry out or arrange routine maintenance as per standard operating procedures	(digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		

	1.3 Make up beds and cots	Lecture and discussion on the following topics:
		• Types/classifications of Beds
		  - Various bedding materials and accessories
		  - Styles and arrangements of beds and accessories
		  - Types of bed insects/parasites and controls
		• Procedures in Bed Making
		  - Principles of bed designs and arrangements
		  - Basic principle of bed aesthetics
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning
				• Direct Observation
				• Demonstration
				• Oral Interview
				• Online Written Exams
					2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Knowledge on different areas where dirt and dust can easily accumulate • Linens and fabric Perform the following tasks: • Air, free and vacuum mattress from dust in accordance with SOPs. • Replace soiled linens and pillowcases in accordance with SOPs. • Center and miter linens when replaced as per SOPs • Make-up beds and cots according to prescribed procedure	(digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		

	1.4 Clean bathroom	Lecture and discussion on the following topics:
		• Procedures and safety in cleaning ceiling and other higher surfaces
		• Procedures in cleaning toilets and bathrooms
		  - Materials/supplies for cleaning toilets and bathrooms
		  - Types of cleaning reagents for toilets and bathrooms
		  - Measurements of chemicals/solutions formulations
		  - Chemical compatibility/in compatibility
		• Handling and disposing of chemical
		  - Reactions/effects of chemicals and other solutions to human health
		• Storage of cleaning equipment and materials
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
				• Direct Observation
				• Demonstration
				• Oral Interview
				• Online Written Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Chemical compatibility/incompatibility • Chemical reactions on temperature Perform the following tasks: • Clean ceilings and walls in accordance with standard operating procedures and techniques. • Wipe clean window edges and sills in accordance with standard operating procedures • Scrub and disinfect bath tub, lavatory and toilet bowls in accordance with standard operating procedures and techniques. • Wash and clean accessories in accordance with standard operating procedures and techniques. • Replenish bathroom supplies and replace defective accessories as per SOPs. • Clean equipment after use in accordance with manufacturer's instruction. • Store all cleaning materials and equipment in a safe place as per SOPs. • Carry out or arrange routine maintenance as per standard operating procedures			
	1.5 Sanitize rooms	Lecture and discussion on the following topics:	• Computer-based/technology-	• Demonstration • Oral Interview	3 hrs.

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

		• Types of Sanitizing Agents
		  - Basic principle on identifying sanitizing agents (acid-based, alkaline-based, chlorine, iodine)
		  - Basic principle of formulating solutions
		  - Applications of various sanitizing agents
		  - Basic calculations on formulating sanitizing agent solutions
		  - Effects of sanitizing solutions/agents to equipment and metallic components
		• Standard Operating Procedures in Sanitizing Rooms
		• Disposal of sanitizing agents
		
		Perform the following tasks:
		• 100% accurately measure and mix sanitizing agents in accordance with relevant safety regulations.
		• Dispose excess mixtures of sanitizing agents according to environmental requirements.
		• Sanitize rooms in accordance with standard operating procedures.
		• Clean equipment after use in accordance with manufacturer's instructions
		• Store all cleaning materials and equipment in a safe place as per SOPs
			based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
				• Online Written Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Carry out or arrange routine maintenance as per standard operating procedures			

	1.6 Maintain clean room environment	Lecture and discussion on the following topics:
		• Equipment operation and cleaning
		• Types of cleaning equipment and maintenance procedures
		• Work planning and organization
		• Waste disposal procedures:
		  - Classifications of wastes
		  - Environmental protocols and effects of wastes
		  - Safe handling of various wastes
		• Procedures in moving/shifting furniture's and other heavy appliances
		  - Safety measures in moving/lifting heavy objects
		  - Effects on surfaces/floor of moving heavy objects
		  - Using devices in moving/shifting heavy objects
		
		Perform the following tasks:
		• Check and maintain all equipment and cleaning paraphernalia according to manufacturer's instructions.
		• Remove and dispose all wastes in accordance with employer's requirements.
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			  Demonstration /practical application
				• Direct Observation
				• Demonstration
				• Oral Interview
				• Online Written Exams
					3 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Shift all movable furniture and fittings to allow access to hidden dust/waste/dirt and as per SOPs. • Check rooms regularly for orderliness/tidiness in accordance with employer's requirements.			

	1.7 Clean kitchen	Lecture and discussion on the following topics:
		• Procedures in cleaning dishes, pots and other kitchenware's
		  - Basic principles of microorganisms lived in kitchens
		  - Disinfecting kitchenware
		  - Calculations and formulations of kitchen cleaning solutions
		  - Types of kitchen cleaning agents
		• Procedures in cleaning Kitchen appliances and fixtures
		• Procedures in Cleaning Kitchen
		• Replenishing kitchen supplies
		
		Perform the following tasks:
		• Wash soiled dishes, pots, pans and linen in accordance with standard operating procedures
		• Store cleaned/dried dishes, pots and pans as per standard operating procedures
		• Clean kitchen appliances in accordance with standard operating procedures
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
				• Demonstration
				• Direct Observation
				• Oral interview
				• Online Written Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Wipe kitchen fixtures, tables and chairs in accordance with standard operating procedures • Mop and dry floor in accordance with standard operating procedures • Inspect and replenish kitchen supplies in accordance with standard operating procedures			
2. Wash and iron clothes, linen and fabric (16 Hours)	2.1 Check and sort clothes, linen and fabric	Lecture and discussion on the following topics: • Language Label (Fabric and Garments Labels) • Types of fabrics: - Cotton - Lenin - Tencel - Acetate - Silk - Blend • Procedures in sorting laundry • Prioritization of items according to the cleaning process • Principles and Procedures in Darning Holes and Tears • Hygiene, Health and Safety Issues Specific to Laundry Operations Perform the following tasks: • Sort soiled clothes, linen and fabrics according to texture, color, size and defects	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Demonstration • Oral interview • Online Written Exams	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Prioritize sorted items according to the cleaning process required ad the urgency of the item • Sew/darn defective clothing, linen and fabric using appropriate threads and stitches			

	2.2 Remove stains	Lecture and discussion on the following topics:
		• Types/Uses and Handling of Laundry Chemicals
		• Principles and Procedures in Removing Stains
		   - Types of stain removing agents
		   - Sources of stains how chemical reacts on stains
		   - Chemical reactions on fabrics
		   - Effects of laundry agents to human body
		• Safety measures related to laundry chemicals and agents
		• Types/Uses of Stain Removing Agents
		• Mixtures or Bleaching Solutions
		
		Perform the following tasks:
		• Wear personal protective paraphernalia in accordance with standard operating procedures (SOPs)
		• Use stain removing agents and chemicals in accordance with manufacturer's instruction
		• Treat and remove stains using correct chemicals or agents
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
			• Individual/Group Coaching
				• Demonstration
				• Observation
				• Oral interview
				• Online Written Exams
					2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Store all stain removing agents and chemicals following safety procedures			
	2.3 Prepare washing equipment and supplies	Lecture and discussion on the following topics: • Safe working condition feature of laundry area • Types and Uses of Washing Machines and Dryers • Selecting washing machine/dryer operation according to garments types • Safe electrical connections and outlets • Observing washing machine capacity/limits • Electrical current and effects on water • Objects detrimental to/ causes damage on washing machines • Causes of washing machine/dryer malfunctions • Standard Procedures in Checking and Preparing Washing Machine • Procedures in Preparing Laundry Supplies and Materials • Principles and procedures in washing, drying, and ironing clothes, linen and fabric • Hygiene, Health and Safety Issues of Specific Relevance to Laundry Operations Perform the following tasks: • Clean and make ready the laundry area at all times	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Oral interview • Online Written Exams • Demonstration	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Prepare and make available laundry supplies and materials at all times • Check and prepared washing machine for operation per manual procedures			
	2.4 Perform laundry	Lecture and discussion on the following topics: • Washing operating selectors according types of clothes and fabrics - Effects of wrong washing machine operations on clothes/garments - Effects of improper amount of washing detergents on washed garments - Measurements, calculations of detergents/ fabric conditioners - Effects of fabric conditioners on clothes/garments - Effects/reactions of detergents to allergies - Contaminations preventions • Laundry Operations • Procedures in Drying Clothes, Linen and Fabric - Effects of drying to microorganisms causing odors - Effects of high temperatures on bacteria and other microorganisms • Maintenance of Laundry Area	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching •	• Oral interview • Online Written exams • Demonstration	4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Perform the following tasks: • Select correct laundry method is as per SOPs • Wash clothes, linen and fabric according to the labeling codes and washing instructions • Use laundry equipment in accordance with manufacturer's instruction • Free clothes, linen and fabric from stain, dirt and unpleasant odor after washing based on procedures • Sun-dry/machine dry washed clothes, linen and fabric as per instructions • Free dried clothes, linen and fabric from unpleasant odor and static cling • Clean washing area in accordance with safety and health procedures • Clean equipment after use in accordance with manufacturer's instructions • Store all cleaning materials and equipment following safety procedures • Carry out or arrange routine maintenance as per standard operating procedures			

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

	2.5 Dry clothes, linen and fabric	Lecture and discussion on the following topics:
		• Types of drying machines
		  - Operating parameters (temp. range of operations)
		  - Load capacity and operating limits
		• Procedures in Drying clothes, linen and fabric on dryers
		  - Techniques on loading garments on dryers
		Perform the following:
		• Dry wash clothes, linen and fabric according to procedures.
		• Prepare drying machine according to procedure
		• Remove dried clothes, linen and fabric when dryer bell rings or stops to prevent wrinkles and to minimize need for ironing.
		• Dry clothes, linen and fabric without wrinkles according to procedures
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
			• Individual/Group Coaching
				• Direct Observation
				• Oral Interview
				• Online Written Exams
					2 hrs.

	2.6 Iron clothes, linens and fabrics	Lecture and discussion on the following topics • Types of flat irons • Operating flat iron • Range of temperature per types of fabrics/garments • Electric heating element • Electric heating element with steam • Steam • Effects of steam /water on garments during ironing	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format)	• Demonstrations • Direct Observation • Oral Interview • Online Written Exams	4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Procedures in Ironing clothes, linen and fabric Perform the following tasks: • Do ironing in accordance to the standard procedures • Fold, place in a hanger and store ironed clothes, linens and fabrics in designated cabinets as per instructions • Store ironing equipment and materials in the appropriate area following safety procedures	• Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		

3. Prepare hot and cold meals (32 Hours)	3.1 Prepare ingredients according to recipes	Lecture and discussion the following topics:
		• Mise en Place
		• Kitchen Utensils
		• Thawing Procedures
		• Food Safety and Sanitation
		• Food Theory
		   - Familiarization of Ingredients
		   - Classification of Ingredients
		   - Substitution of Ingredients
		   - Units of Measurements
		   - Ingredients and Recipes
		   - Personal Hygiene
		   - Different cuts of meats/poultry/fish, fruits and vegetables
		
		Perform the following tasks:
		• Purchase ingredients in accordance with purchase list.
		• Check "Mise en place" as per SOPs
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
			• Individual/Group Coaching
				• Demonstrations
				• Direct Observation
				• Oral Interview
				• Online Written Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Prepare thawing according to procedures. • Prepare meat according to procedures and prescribed recipe • Prepare vegetables according to the manner of preparation. • Prepare seafood according to method of preparation			

	3.2 Cook meals and dishes according to recipes	Lecture and discussion on the following topics
		• Recipes
		• Food Safety Hazard
		• Procedures and methods in cooking
		  - Soup
		  - Stock and Sauce Preparation
		  - Vegetable dishes
		  - Meat dishes
		  - Seafood dishes
		  - Pasta grain and farinaceous dishes
		
		Perform the following tasks:
		• Demonstrate basic skills of cooking soup
		• Observe/apply safety measures in cooking soup throughout the activity
		• Cook vegetable dishes according to recipe
		• Cook meat dishes according to culinary methods
		• Cook poultry and game dishes according to recipe
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application Individual/Group Coaching
				• Demonstrations
				• Direct Observation
				• Oral Interview
				• Online Written Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Cook sea food dishes according to recipe • Cook egg dishes according to client's preference • Cook pasta grain and farinaceous dishes according to recipe			

	3.3 Present cooked dishes	Lecture and discussion on the following topics
		• Tools, utensils and equipment used in accordance with the standard requirement/ manuals
		• Methods of Cooking
		  - Meat Dishes Preparation
		  - Poultry Dishes Preparation
		  - Fish Dishes Preparation
		  - Seafood Dishes Preparation
		  - Vegetable Dishes Preparation
		• Food Quality and Safety Hazard
		• Handling Food
		• Food Costing and Portioning
		• Food Storage
		
		Perform the following tasks:
		• Demonstrate Basic skills of cooking dishes
		• Develop and correct presentation of cooked dishes in accordance with SOPs
		• Maintain and check food quality as per SOPs
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application Individual/Group Coaching
				• Demonstrations
				• Direct Observation
				• Oral Interview
				• Online Written Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Ensure time and temperature condition of foods before serving based on freezing temperature • Observe/apply safety measures in cooking meat and vegetable dishes throughout the activity			

	3.4 Prepare sauces, dressings and garnishes	Lecture and discussion on the following topics:
		• Mise and Place
		• Methods of preparing
		  - Sauces
		  - Garnishes
		  - hot and cold dressing
		• Types of Sauces
		  - Ingredients and recipes
		  - Methods of Cooking
		  - Proper Storage of Sauces
		
		Perform the following tasks:
		• Prepare materials, equipment/utensils prior to preparation of sauces, dressings and garnishes as per SOPs
		• Prepare sauces, garnishes, hot and cold dressing as per SOPs
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
			• Individual/Group Coaching
				• Demonstrations
				• Oral Interview
				• Online Written Exams
					4 hrs.

	3.5 Prepare appetizers	Lecture and discussion on the following topics:
		• Kinds and preparation of
		  - D'oeuvres
		  - Canape's
		  - Finger Foods
			• Computer-based/technology-based learning (online/offline)	• Demonstration
				• Oral Interview
				• Online Written Exams
					4 hrs.

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

		• Kinds of Appetizer
		  - Importance of Appetizer
		  - Familiarization of ingredients according to recipes
		  - Personal Hygiene
		
		Perform the following tasks
		• Prepare d'oeuvres according to requirement and preference of client
		• Prepare canape's according to requirement for preference of client
		• Prepare finger foods according to requirement or preference of client
		• Prepare appetizers according to recipe requirement/procedure
		• Properly arrange and serve appetizers on the platter/tray
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
			• Demonstration /practical application
			• Individual/Group Coaching		

	3.6 Prepare desserts and salads	Lecture and discussion on the following topics:
		• Preparation of Desserts and Salads
		• Kinds of Dessert's
		  - Sherbet's, ices and ice cream
		  - Fruit desserts
		  - Pastry desserts
		  - Mousse
		• Kinds of Salad's
		  - Cold salads and molded salads
		
		Perform the following tasks:
		• Use materials, equipment/utensils for cooking are prepared as per SOPs
			• Computer-based/technology-based learning (online/offline)
			• Project-based learning/ Problem-based learning
			• Modular/ self-paced learning (digital/print format)
			• Multimedia Presentation /print materials
				• Direct Observation
				• Oral Interview
				• Online Exams
					4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Prepare sherbets, ices and ice cream in accordance with prescribed procedures • Prepare fruit desserts as per prescribed procedures • Prepare pastry desserts as per prescribed procedures. • Prepare mousse as per prescribed procedures. • Prepare and mold cold salads as per prescribed procedures	• Demonstration /practical application • Individual/Group Coaching		
	3.7 Prepare sandwiches	Lecture and discussion on the following topics: • Types of Sandwiches • Procedures in Preparing Sandwiches Perform the following tasks: • Prepare hot sandwiches as per SOPs • Prepare cold dressings as per SOPs • Prepare hot sauces as per SOPs • Prepare cold sauces as per SOPs • Prepare, arrange and serve properly sandwiches on a platter • Observe/apply proper hygiene throughout the activity	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Demonstration • Oral Interview • Online Exams	4 hrs.
	3.8 Store excess food and	Lecture and discussion on the following topics:	• Computer-based/technology-	• Demonstration	4 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	ingredients and Convert unconsumed cooked food	• Food storage • Methods of storing food and ingredients • Conversion of unconsumed food into new dishes Perform the following tasks • Store unconsumed cooked food according to procedures • Store excess ingredients according to client's requirement • Implement proper method of refrigeration as per SOPs • Implement proper storing of dry and wet food/ingredients in accordance with SOPs • Convert/transform unconsumed cooked food into new dishes as per SOPs • Freeze at zero degrees F temperature packed/wrapped uncooked foods in accordance with SOPs • Prepare packed/wrapped food for storage as per SOPs • Maintain uncooked food at proper temperature and as per SOPs • Observe/apply proper hygiene throughout the activity	based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Oral Interview • Online Exams	
4. Provide food and beverage service (18 hours)	4.1 Prepare dining area	Lecture and discussion on the following topics: • Principles and method of table setting • Types and uses of China wares, glassware, silver ware	• Computer-based/technology-based learning (online/offline)	• Simulation • Demonstration • Oral Interview • Online Exams	5 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Types and uses of crockery, cutlery and condiments • Principles and methods of serving • Preparation of dining area Perform the following tasks: • Check dining area for cleanliness prior to service in accordance with standard operating procedures and when required, take corrective actions • Prepare and adjust dining environment to ensure comfort and ambience of client and as appropriate • Set up furniture in accordance with standard operating procedures • Check tables and table settings for stability, and easy access to client and at all times • Check and prepare equipment for service and as per SOPs • Follow standard operating procedure in setting-up furniture and in preparing equipment for service • Observe/apply safety measures in preparing dining area are throughout the activity	• Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		

	4.2 Set-up table	Lecture and discussion on the following topics: • Setting-up table • Table cloth and appointments • Napkin folding • Clearing table • Cleaning the table and changing soiled ashtrays. • Table manners and etiquette • Waste minimization and environmental techniques • Safety practices • Codes and regulation Perform the following tasks: • Inspect the table as to cleanliness and its condition • Select, inspect and prepare the table cloth as to cleanliness and without creases. • Lay the table drop cloth on the table accordingly • Fold and lay serviettes on the table • Prepare centerpiece with necessary tools and materials and place on the table • Select required table appointments according to the style of table service required • Set up the required table appointments on the table • Present and serve the aperitif/pre-food service wine from the right side of the guest/employer	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	5 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Serve the food and drink according to the menu of the day • Buss out the table appointments from the right side of the guest/employer when he/she is done with the particular food served • Clean and store all table appointments, tools and equipment used during the service in accordance to the standard procedures • Clean and sanitize area			
	4.3 Prepare coffee and other beverages	• Choose, prepare and inspect coffee maker and other equipment as to cleanliness and functionality and according to standard operating procedure • Set-up coffee filter according to standard procedure • Measure the required coffee granules and water • Operate coffee maker according to standard operating procedures • Select wine according to menu to be served • Prepare other beverages according to employer's preference • Serve coffee/tea at the right side of the guest/employer with appropriate temperature • Present and serve wine according to the standard procedures	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Present and serve other beverages • Buss out the coffee and other beverages from the right side of the guest/employer • Clean and store the coffee maker accordingly			
	4.4 Serve food and beverage	Lecture and discussion on the following topics: • Serving techniques and standards • Food handling and safety • Table serving • Types of foods, beverages and garnishing • Refilling water • Washing and handling of fresh fruits Perform the following tasks: • Check foods for completeness and correctness before serving. • Place and carry foods on the tray using the left hand and in accordance with food and beverage serving procedures. • Serve foods from the left side using the left hand in serving as per SOPs • Fill/refill water goblets from the right side without spilling as per SOPs. • Take and inspect beverage from the bar/kitchen for complete garnishing (if any).	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams •	6 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Serve beverage on a bar tray from the right side of the client being served as per SOPs. • Follow proper sequence in serving food from lightest to heaviest.			
	4.5 Clear table	Lecture and discussion on the following topics • Plate Clearing and Carrying Techniques • Waste Minimization and Environmental Techniques • Safety Practices • Codes and Regulations Perform the following tasks: • Ask clients politely if they are finished as per SOPs. • Buss out soiled plates/flat wares from the right side of the family members and bring to the washing station/area as per SOPs. • Crumb table as per standard operating procedure. • Remove side plates and knives from the table as per SOPs. • Remove condiments/shakers and other soiled items from the table as per SOPs. • Replaced ashtrays as per SOPs. • Additional requests are asked politely from clients as per SOPs.	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams •	2 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Check clients' needs from time to time until they move out from the dining area as per SOPs. • Crumb table as per standard operating procedure. • Remove side plates and knives from the table as per SOPs. • Remove condiments/shakers and other soiled items from the table as per SOPs • Replace ashtrays as per SOPs. • Ask additional requests politely from clients as per SOPs. • Check clients' needs from time to time until they move out from the dining area as per SOPs. • Observe/apply safety measures in setting-up and clearing the area throughout the activity.			

ELECTIVE COMPETENCIES
(96 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Assist in the care of animals (20 hours)	1.1 Explore workplace activities and basic terminology	Lecture and discussion on the following topics • Relevant organizational policies and procedures, including OHS and emergency procedures, animal welfare and waste disposal requirements • Industry terminology in animal care workplace activities Perform the following tasks: • Use industry terminology to describe and identify animal care workplace activities • Identify and rank animal care workplace tasks in order of importance to animal wellbeing and general health • Identify potential Occupational Safety and Health *(*OSH*)* risks when working with animals and reporting requirements confirmed • Confirm daily workplace information and documentation requirements with supervisor	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	
	1.2 Maintain a clean workplace	Lecture and discussion on the following topics: • Cleaning techniques and related safety issues for general workplace and animal housing	• Computer-based/technology-based learning (online/offline)	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Handling waste and disposal • Safe work practices • Workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials. Perform the following tasks: • Clean floors benches and other flat areas in accordance with workplace protocols • Clean animal housing areas are in accordance with workplace protocols • Dispose of waste and soiled bedding in accordance with workplace protocols	• Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Assist in feeding animals	Lecture and discussion on the following topics: • Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal feeding and cleaning of housing • Basic nutritional requirements for animals, including water • Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs • Types of food and food supplements and their basic role in animal diets • Feeding paraphernalia and equipment • Cleaning and storing of materials Perform the following tasks: • Identify and categorize food stuffs for specific animal dietary needs • Use equipment in food preparation and make distribution ready for use • Provide assistance to experienced staff in the preparation and distribution of meals • Clean and store equipment and materials in accordance with organizational policies and procedures	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams •	
	1.4 Report basic animal behavior and health status	Lecture and discussion on the following topics:	• Computer-based/technology-	• Simulation • Demonstration • Oral Interview	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs • Organizational Policies and Procedures • Safe work practices Perform the following tasks: • Identify characteristics of animal behavior • Identify signs of healthy, sick or distressed animals and report behavior and health status to supervisor	based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Online Exams	
2. Provide animal care hygiene routines (20 hours)	2.1 Confirm workplace animal care routine schedules	Lecture and discussion on the following topics: • Organization policies, procedures and requirements, including OHS and emergency procedures • Daily, weekly and periodical workplace routine schedules • Workplace responsibilities Perform the following tasks: • Identify and confirm daily, weekly and periodical workplace routine schedules with (supervisor) or appropriate household staff • Clarify personal workplace responsibilities	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Collect and update workplace schedule and recording documents as required	• Individual/Group Coaching		
	2.2 Check animals	Lecture and discussion on the following topics: • Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal handling and cleaning of housing • Basic awareness of natural animal behavior relating to the characteristics of the species, age, health status and social needs • Common diseases, ailments, injuries and other impacts on animal health and wellbeing • Indicators of poor response to treatment or management of young, ill, injured or compromised animals • Protocols, legal and ethical considerations in documenting observations, measurements, treatments and decisions on animal care • Safe animal handling techniques and procedures • Terminology used to identify animals and describe their behavior Perform the following tasks: • Clarify animals under personal responsibility during (shift) household work.	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Verify animal status via records or verbal reports. • Count animals and note basic behavior at beginning of (shift) household work. • Report changes in animal numbers, behavior or condition to (supervisor) appropriate household staff • Check animals under personal responsibility and report status.			
	2.3 Maintain a clean workplace	Lecture and discussion on the following topics: • Animal housing cleaning techniques and equipment • Organization policies, procedures and requirements, including OHS and emergency procedures • Regulations relating to the disposal of hazardous waste • Safe use of chemicals and cleaning agents • Workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Perform the following tasks: • Clean floors benches and other flat areas in accordance with workplace (protocols) SOPs • Clean animal housing areas in accordance with workplace (protocols) SOPs • Dispose waste and soiled bedding of in accordance with workplace (protocols.) SOPs • Identify and report damage housing and equipment • Complete post-cleaning procedures			
	2.4 Complete hygiene practices for animals	Lecture and discussion on the following topics: • Animal care and hygiene principles • Animal housing cleaning techniques and equipment • Animal temperaments and behaviors related to the associated hazards and risks to animals and staff during animal handling and cleaning of housing • Basic animal grooming and techniques	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Perform the following tasks: • Identify and practice hygiene control methods for a range of animals • Perform basic animal hygiene inspection and are identify cleaning needs of nominated animals • Bath or clean animals under supervision • Determine grooming techniques in accordance with individual animal requirements • Groom animals according to individual needs under supervision	• Demonstration /practical application • Individual/Group Coaching		
	2.5 Complete post-hygiene care of animals	Lecture and discussion on the following topics: • Common diseases, ailments, injuries and other impacts on animal health and wellbeing • Protocols, legal and ethical considerations in documenting observations, measurements, treatments and decisions on animal care • Cleaning and storing of washing equipment • Cleaning and storing of grooming equipment • Checking and reporting of damage tools Perform the following tasks: • Return animals to housing. • Clean and store washing equipment • Clean, check and store grooming tools • Report damaged tools to (supervisor.) appropriate household staff.	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Audit and document supplies in accordance with workplace procedures.			
3. Trim and prune landscape plants (15 hours)	3.1 Identify trimming and pruning requirements	Lecture and discussion on the following topics: • Types of landscape plants, their characteristics and growth habit • Techniques, principles and procedures of trimming and pruning applicable to plant types and plant factors, environmental and cultural considerations and objectives of the tasks • Effects of trimming and pruning operations on plant growth and development • Functions and uses of tools and equipment • Hygiene practices and plant health principles relevant to trimming and pruning Perform the following tasks: • Distinguish landscape plants and their parts that are in need of trimming and pruning according to landscape maintenance standards (LMS) • Determine purpose and method of pruning according to LMS • Locate utility services using site plans and in consultation with concerned persons or authority • Determine access to the site in consultation with concerned persons or authority	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Identify Occupational Safety and Health (OSH) hazards, assess and report risks to concerned persons or authority			
	3.2 Prepare for trimming and pruning operations	Lecture and discussion on the following topics: • Tools, supplies and equipment preparation • Functions and uses of tools and equipment • Pre-operational and safety checks on tools and equipment • Selection, usage and maintenance of prescribed safety and personal protective equipment (PPE). Perform the following tasks • Prepare tools, supplies and equipment in accordance with the work requirements • Carry out pre-operational and safety checks on tools and equipment according to manufacturer's specifications and industry work practices • Select, use and maintain prescribed safety and personal protective equipment (PPE)	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.3 Perform trimming and pruning	Lecture and discussion on the following topics: • Types of landscape plants, their characteristics and growth habit • Techniques, principles and procedures of trimming and pruning applicable to plant types and plant factors, environmental and cultural considerations and objectives of the tasks • Effects of trimming and pruning operations on plant growth and development • Functions and uses of tools and equipment • Hygiene practices and plant health principles relevant to trimming and pruning Perform the following tasks • Install safety and warning devices around the site during and between work periods • Trim and prune landscape plants in accordance with work program and LMS • Do trimming and pruning of landscape plants using prescribed tools and equipment • Apply sterilizing agent/compound on pruning wounds in accordance with LMS • Conduct tasks using appropriate PPE	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.4 Perform post-trimming and pruning activities	Lecture and discussion on the following topics: • Waste management • Manual handling techniques used in lifting or moving heavy loads • Cleaning, maintenance, and storage of tools and equipment • Maintenance of work area • Documentation of work outputs Perform the following tasks: • Collect and dispose trimming and pruning wastes from the site in accordance with environmental standards and LMS • Use recommended manual handling techniques when lifting or moving heavy loads • Clean, maintain and store tools and equipment according to LMS. • Undertake maintenance of clean and safe area throughout and on completion of work • Record or report work outputs to concerned persons or authority according to industry practices	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Perform weeding and cultivation (15 hours)	4.1 Determine requirements for weeding and cultivation activity	Lecture and discussion on the following topics: • Requirements for weeding and cultivation activity • Recognition of the effects of weeds and undesirable "volunteer" species (invaders) on landscape plants • Knowledge in distinguishing weeds and undesirable "volunteer" species • Landscape area Perform the following tasks: • Identify weed species and "volunteer" plants ("'invaders") that are out-of-place and considered undesirable in the landscape based on specific landscape maintenance guidelines or as per instructions • Identify landscape areas needing weeding and cultivation based on instructions or in accordance with LMS	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	
	4.2 Prepare for weeding and cultivation operation	Lecture and discussion on the following topics: • List of weeds and "volunteer plants" • Map of specific landscape areas • Method and purpose of weeding • Tools, supplies and equipment • Safety protective devices Perform the following tasks: • Prepare and secure list of weeds and "volunteer plants" and the map of specific landscape areas	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format)	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Determine method and purpose of weeding based on the type of weed species and out-of-place "volunteer" species • Made ready and available tools, supplies and equipment needed for use according to the types of weeds and "volunteer" species that needs removal • Prepare appropriate safety protective devices for use	• Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		
	4.3 Conduct weeding and removal of "volunteer" species	Lecture and discussion on the following topics: • Knowledge in distinguishing weeds and undesirable "volunteer" species • Appropriate safety/protective devices • Waste disposal Perform the following tasks: • Remove and dispose weeds and out-of-place "volunteer" plant species in the landscape in accordance with landscape maintenance standard or as per instructions • Remove weeds and out-of-place "volunteer" plant species using prescribed tools and equipment • Do tasks using appropriate safety/protective devices	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	
	4.4 Determine compacted soil	Lecture and discussion on the following topics: • Compacted soil or soil	• Computer-based/technology-	• Simulation • Demonstration • Oral Interview	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Effects of compacted soil on root development and anchorage • Method and purpose of soil cultivation Perform the following tasks: • Determine compacted soil or soil that is having problem with aeration, water infiltration and conditions for root development as per established practice • Recognize effects of compacted soil on root development and anchorage • Determine method and purpose of soil cultivation based on the conditions of the soil	based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application Individual/Group Coaching	• Online Exams	
	4.5 Cultivate compacted soil	Lecture and discussion on the following topics: • Compacted Soil • Weeding Operations • Soil Cultivation • Tools and Equipment • Safety and Protective Devices Perform the following tasks: • Cultivate compacted soil simultaneous with weeding operations in accordance with landscape maintenance standards or as per instructions • Don soil cultivation using appropriate tools and equipment • Perform task using prescribed safety/protective devices	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			• Demonstration /practical application • Individual/Group Coaching		
	4.6 Perform post-weeding and soil cultivation activities	Lecture and discussion on the following topics: • Cleaning, maintenance and storage of tools and equipment • Maintenance of work area • Documentation of work outputs Perform the following tasks: • Clean, maintain and store tools and equipment as per instruction of in accordance with LMS • Undertake maintenance of clean and safe area throughout and on completion of work • Record or report work outputs to concerned persons or authority according to industry practices	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	
5. Water/Irrigate plants (12 hours)	5.1 Determine requirements of watering/ irrigating landscape plants	Lecture and discussion on the following topics: • Importance of water in watering/irrigating landscape plants • Requirements of watering/irrigating landscape plants • Landscape plants	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Perform the following tasks: • Recognize importance of water to growth and development of landscape plants and the effects of water stress (less or excess water) to plants as per established practice • Determine landscape plants suffering from less or excessive watering using some visually observable plant and soil conditions and/or guidelines	• Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		
	5.2 Prepare for watering/ irrigation activity	Lecture and discussion on the following topics: • Amount and frequency of watering/irrigation • Tools, supplies and equipment • Prescribed protective/safety devices Perform the following tasks: • Determine amount and frequency of watering/irrigation of plants in accordance with LMS or as per instructions • Prepare tools, supplies and equipment needed based on the method of watering and/or irrigation to be used • Make ready and available prescribed protective/safety devices for use	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			• Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching		
	5.3 Conduct watering/ irrigation of plant	Lecture and discussion on the following topics: • Watering or irrigating of plants • Irrigation tools and equipment • Prescribed protective/safety gadgets Perform the following tasks: • Do watering or irrigating of plants in accordance with the basic principles or standard practice or as per instructions • Perform watering/irrigation using the irrigation tools and equipment appropriate to the methods selected. • Perform task using the prescribed protective/safety gadgets	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	
	5.4 Perform post-watering/ irrigation activities	Lecture and discussion on the following topics: • Cleaning, maintenance and storage of tools and equipment	• Computer-based/technology-based learning (online/offline)	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Maintenance of work area • Documentation of work outputs Perform the following tasks • Clean, maintain and store tools and equipment as per instruction of in accordance with LMS • Undertake maintenance of clean and safe area throughout and on completion of work • Record or report work outputs to concerned persons or authority according to industry practices	• Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application Individual/Group Coaching		
6. Control and prevent plant pests and diseases (14 hours)	6.1 Determine requirements of preventing and controlling plant pests and diseases	Lecture and discussion on the following topics: • Plant conditions, symptoms and signs and other manifestation of infestation and infection • Requirements of preventing and controlling plant pests and diseases • Pests and diseases • Life cycle or various life stages of pests from eggs, larvae, pupa and adult and their mode of attack or infestation • Life cycle or various life stages and signs and symptoms of plant diseases and their mode of attack • Occupational Safety and Health (OSH) hazards Perform the following tasks: • Determine infested and diseased landscape plants based on plant	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		conditions, symptoms and signs and other manifestation of infestation and infection • Identify pests and diseases and classified using general classification guidelines • Know life cycle or various life stages of pests from eggs, larvae, pupa and adult and their mode of attack or infestation • Know life cycle or various life stages and signs and symptoms of plant diseases and their mode of attack • Access to the site is determined in consultation with concerned persons or authority • Assess and report Occupational Safety and Health (OSH) hazards are identified, risks to concerned persons or authority			
	6.2 Prepare for application of pests and disease prevention and control measures	Lecture and discussion on the following topics: • Method of prevention and control • Types of pests and diseases, their mode of attack and extent of infestation and infection • Tools, equipment, supplies and materials relevant to the method of prevention and control • Safety and personal protective equipment (PPE) Perform the following tasks: • Determine method of prevention and control based on types of pests and	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		diseases, their mode of attack and extent of infestation and infection • Prepare tools, equipment, supplies and materials relevant to the method of prevention and control • Select prescribed safety and personal protective equipment (PPE) in accordance with work requirements	• Demonstration /practical application Individual/Group Coaching		
	6.3 Apply pest and disease prevention and control measures	Lecture and discussion on the following topics: • Manual and biological method of prevention and control of pest and disease • Chemical and bio-pesticides- frequency and dosage of application • Types of pests and diseases and extent of attack • Pest and disease prevention and control measures • OHS requirements • Fertilizer and Pesticide Authority (FPA) guidelines • Prescribed tools, supplies Perform the following tasks: • Apply manual and biological method of prevention and control of pest and disease whenever applicable • Determine in case of using chemical and bio-pesticides, the frequency and dosage of application based on types of pests and diseases and extent of attack and in accordance with LMS or manufacturer's recommendation	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Apply pest and disease prevention and control measures in accordance with to OHS requirements and Fertilizer and Pesticide Authority (FPA) guidelines • Perform task using prescribed tools, supplies and appropriate protective/safety devices			
	6.4 Perform post-prevention and control measures	Lecture and discussion on the following topics: • Cleaning, maintenance and storage of tools and equipment • Maintenance of work area • Documentation of work outputs Perform the following tasks: • Clean, maintain and store tools and equipment as per instruction of in accordance with LMS • Undertake maintenance of clean and safe area throughout and on completion of work • Record or report work outputs to concerned persons or authority according to industry practices	• Computer-based/technology-based learning (online/offline) • Project-based learning/ Problem-based learning • Modular/ self-paced learning (digital/print format) • Multimedia Presentation /print materials • Demonstration /practical application • Individual/Group Coaching	• Simulation • Demonstration • Oral Interview • Online Exams	

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 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 combination with other modalities when designing and delivering training programs:

   ### 2.1 Institution-based:

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

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

   - Supervised Industry Learning (SIL) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire

specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

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

2.2 Enterprise-based:

- Formal Apprenticeship is training within employment involving a contract between an apprentice and an enterprise on an approved apprentice able occupation.

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

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

2.3 Community-based

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

3.3   TRAINEE ENTRY REQUIREMENTS

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

- Must have completed basic education or Holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent;
- Must have good communication skills
- Must be able to navigate through any online training platforms using electronics devices

3.1 TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of **25 trainees** for **DOMESTIC WORK NC II**.

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

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
10	pcs	Broom (walis tambo/ soft broom)
10	pcs	Dust pan
10	pcs	Brush
2	pcs	Water hoses, 5 meters, expandable, flexible
5	pcs	Bucket, plastic or stainless, small
5	pcs	Bucket, plastic or stainless, medium
5	pcs	Bucket, plastic or stainless, large
20	pcs	Lint free microfiber cleaning cloth
10	pcs	Squeegees, with plastic/aluminum handle and foam, 8"
10	pcs	Scrubbing foam, double-sided
5	pcs	Dish pan, stainless steel or plastic, medium
5	pcs	Dish pan, stainless steel or plastic, large
10	pcs	Dish sponges, double-faced scouring pads-dish washing scrub
5	pcs	Silicone spatula, non-stick
5	sets	Floor mop, spin mop stainless steel with wringer bucket
5	pcs	Sponge foam rubber mop
10	pcs	Spray bottle, plastic
5	pcs	Anti-static wool brush duster, 30cm
10	pcs	Microfiber duster for cleaning with extension pole, 100cm
20	pcs	Cleaning rag, 12" x 18"
5	pcs	Dust Mops
10	pcs	Gloves, rubber latex
25	pcs	Apron, adjustable, half-length, adult size

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
25	units	Smart Phone /tablet or any similar device
1	unit	High-Speed Internet Modem
2	units	Vacuum Cleaner, 2.0 L capacity, 2000 watts maximum power, hepa filter, (2-in-1 wet/dry)
2	units	Vacuum Cleaner, 2.0 L capacity, 2000 watts maximum power, hepa filter (standard)
5	units	Toilet Caddies, stainless or plastic

2	units	"A" Frame ladders, with multi–functional tool slots, aluminum, extra heavy load bearing capacity up to 136 kg.
1	unit	Food Processor with drizzle basin, stainless steel blade; 220
2	units	Electric Griller, 230V/2000W, adjustable temperature control
2	units	Induction Pressure Cooker with Steamer, 24cm, stainless
1	unit	Micro Wave Oven, 20L
1	unit	Oven with rotisserie, 35L, (electric and gas)
1	unit	Refrigerator, 2-door 9.0 cubic ft. volume capacity
1	unit	Toaster, 7L capacity
1	pc	Electric Knife
1	unit	Blender/Juice maker with 450W, 1.25L
1	unit	Rice Cooker, 1L, 5 cups capacity
1	unit	Dish Washer with UV, 35L capacity
5	units	Flat Iron, 1.2kg
5	units	Steam Iron
5	units	Ironing Board, standard size
1	pc	Can Opener (manual)
3	sets	Utensils & Plates/Serving Pieces
1	pc	Pans, 2-layer non-stick coating (medium)
1	pc	Pans, 2-layer non-stick coating (large)
1	pc	Bed with mattress, single
1	pc	Bed with mattress, double
1	unit	Broiler
1	unit	Coffee Maker
1	pc	Can Opener (manual)
1	unit	Trash can with swing cover, 50L, plastic, blue
1	unit	Trash can with swing cover, 50L, plastic, green
1	unit	Trash can with swing cover, 50L, plastic, yellow
1	unit	Trash can with swing cover, 50L, plastic, red
1	unit	Trash can with swing cover, 50L, plastic, black
1	unit	Air Pot, Electric
1	unit	Range (Elect./Gas)
3	units	Induction Cooker
1	unit	Washing Machine with Drier, automatic, 7kg.
1	unit	Kitchen Weighing Scale, digital, 10kg/1g
1	pc	Bulletin Board (2 x 4) (office)
1	pc	White Board (4 x 8)
25	pcs	Armed Chair, plastic and/or 25 regular chairs with table (2 x 8)
10	sets	Directional Signage Set
5	units	Emergency Light, LED, rechargeable
1	unit	Fire Extinguisher, portable, dry chemical, 5lbs
1	unit	Fire Extinguisher, portable, dry chemical, 10lbs
1	unit	Fire Extinguisher, portable, dry chemical, 20lbs
3	units	Office Table (Standard Size)
2	units	Instructor's Desk (Standard Size)
1	unit	Conference Table (6-seater)
2	units	Computer Table (Standard Size)

1	unit	Telephone (Landline)
3	pcs	Wall Clocks
1	unit	Steel Cabinets w/ Locks
2	sets	First Aid Cabinet with first aid contents

2	units	Desktop/Laptop,
		    - Hard Drive Capacity: 500 GB
		    - RAM Size: 8GB
		    - Screen Size: 15"
		    - Processor Speed: 3-4Ghz
		    - Processor Core Type: Quad-core
		    - Memory: 8 GB
		    - Operating System: Windows 10

3	units	Electric Fan, Stand Fan
3	units	Air Conditioner, window type, 1HP (1-office, 2-demo/class room)
1	unit	Digital Camera or Mobile Phone Camera min. 3-5 MP
1	set	LCD Projector and or Projector Screen or Multimedia equipment, - TV, 55"- 65" and Microphone, Speakers, Multimedia player

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	unit	Online Learning App
1	unit	Video conferencing app
10	packs	Cleaning Detergent, 1kg
10	btls	Liquid Detergent, 1L
5	pcs	Cleaning Solution for Metal
5	pcs	Cleaning Solution for Leather
5	pcs	Cleaning Solution for Wood
5	pcs	All Purpose Cleaner, 1L
5	pcs	Toilet Bowl Swabs
5	pcs	Drop Sheet, large pre tape masking film, 1 Roll
5	pcs	Sanitizing Agents, 400 grams
2	pcs	Wax Paper/Aluminum Foils
5	pcs	Air Fresheners
2	pcs	Napkins
5	pcs	Tablecloths/Linen, 70in., white or any color
5	pcs	Serving Cloths, cotton, white
5	pcs	Kitchen/Hand Towels
5	pcs/type	Clothing, cotton, white and assorted colors (Type: T-shirt, ¾ blouses, dress for men and women, denim pants, slacks, socks, underwear, baby/newborn clothes, toddler clothes)
5	pcs	Cleaning Cloth (Dining Table)
5	pcs	Cleaning Cloth (Kitchen)
5	pcs	Cleaning Cloth (Toilet)
5	pcs	Cleaning Cloth (Living Room)
5	btls	All-Purpose Detergents, 5L

1	pack	Coffee
1	pack	Tea
1	pack	Cream
.	as needed	IT DEPENDS ON THE MAIN DISH, APPETIZER, DESSERT AND SOUP based on the Competency assessment tools but generally this condiments contains of salts, sugar, soy sauce and vinegar
5	pcs	Disinfectants
5	pcs	Drain Solvents, 100g
5	packs	Garbage Bag, Small
5	packs	Garbage Bag, Medium
5	packs	Garbage Bag, Large
5	pcs	Scouring Pads
3	btls	Cooking Oil, 1L
	as needed	IT DEPENDS ON THE MAIN DISH, APPETIZER, DESSERT AND SOUP based on the Competency Assessment Tools
1	pc/type	Soiled/Defective clothes, cotton, white and assorted colors (Type: T-shirt, ¾ blouses, dress for men and women, denim pants, slacks, socks, underwear, baby/newborn clothes, toddler clothes)
2	sets	Bed Linen Set, cotton, 2 pillow cases and 1 fitted sheet for single bed
2	sets	Bed Linen Set, cotton, 2 pillow cases and 1 fitted sheet for double bed
2	pcs	Blankets (Single)
2	pcs	Blankets (Double)
2	pcs	Comforter (Single)
2	pcs	Comforter (Double)
2	pcs	Flat Sheet, cotton, standard size for single bed
2	pcs	Flat Sheet, cotton, standard size for double bed
2	sets	Duvet, Cover (Single)
1	pc	Duvet Filler (Single)
2	sets	Duvet, cover (Double)
1	pc	Duvet Filler (Double)
5	pcs	Clothesline
20	pcs	Clothes Pins
5	pcs	Clothespin Bags, portable, foldable
3	pcs	Clothes Racks, double pole, stainless steel
5	pcs	Sorting Baskets/Shelves
20	pcs	Hangers
5	btls	Stain Removing Agents, 1L
5	btls	Fabric Softeners, 800ml
5	btls	Chlorine Bleach, 1L
5	pcs	Laundry Bags, large, foldable, nylon
5	pcs	Laundry Baskets with cover
3	pcs	China Ware, 10", white
3	pcs	Goblet, 9"
3	sets	Silverware Set (serving spoon, spoon & fork)
3	sets	Cutlery Stainless Steel, 4pcs/set

	Asrt.	Wine/Spirits
1	set	Dining Table Set (table and 6pcs chair)
3	pcs	Ashtrays
2	btls	Toothpicks
5	btls/ flavor	Juice, Flavors: Pineapple, Grape and Apple
2	reams/ size	Bond Paper, Sizes: Letter, Legal, A4
2	pcs	Calendars
25	pcs/size	Folder, Sizes: Letter, Legal, A4
1	pc	Logbook, 100 pages
10	pcs	Pencils
5	pcs	Marking Pens
2	pcs	White Boards
3	pcs	Whiteboard Markers
2	pcs	Whiteboard Erasers
5	boxes/ color	Ballpen, color: blue, black and red

TRAINING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	pc	Mobilizing Action for the Protection of Domestic Workers from Forced Labour and Trafficking in South-East Asia: The Philippine Component (can be e-books)
1	pc	Establishing Professionalism in the Workplace
25	pcs	CBLM Handouts/ Pop sheets
1	copy/ book	**Textbooks on Home Management** 1. Basic Home Management Manual 2. Managing Household 3. Home Management Supervisory 4. Home Management 5. Household 6. Self Defense 7. First Aid Training Manual for Home Management

TRAINING MATERIALS
1. Mobilizing Action for the Protection of Domestic Workers from Forced Labour and Trafficking in South-East Asia: The Philippine Component
2. Establishing Professionalism in the Workplace
3. Handouts/ Pop sheets

4. Textbooks on Home Management
    a. Basic Home Management Manual
    b. Managing Household
    c. Home Management Supervisory
    d. Home Management
    e. Household
    f. Self Defense
    g. First Aid
      h. Training Manual for Home Management

5. Modules
  • Introduction and Migration Goals
  • Financial Education - Understanding Your Spending Patterns
  • Financial Education - Money and Family
  • Financial Education - Managing Financial Risk
  • Migration Adaptation
  • Kasambahay Law
  • Professionalism In Domestic Work
  • Professional Relationship with your Employer
  • Building a Professional Relationship with your Employer's Family
  • Clean Living Room, Dining room, Bedrooms, Toilet and Kitchen
  • Wash and Iron Clothes Linen and Fabric
  • Prepare Hot and Cold Meals/Food
  • Provide Food and Beverage Service

ELECTIVE COMPETENCIES

I. ASSIST IN THE CARE OF ANIMALS

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
Playing Tools		
1	pc.	Hamster wheel
1	set	Balls (various sizes/types)
1	set	dog bones
Feeding Tools		
2	pcs.	Feeding bowl
1	set	Mixing bowl (various sizes/types)
2	pcs.	Spatula
1	set	Measuring cup (various sizes/types)
1	set	Measuring spoon (various sizes/ types)

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	unit	Computer with accessories
1	unit	LCD Projector with screen
1	unit	Drinking dispenser / Water bowl

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	pcs.	Marking Pens
1	pcs.	Whiteboard
50	pcs.	Meta Cards
25	pcs.	Animal Record Book
2	packs	Animal Feed Formulation
		Raw Vegetables (assorted)
2	packs	Food Supplements

TRAINING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	titles	Common Reference Materials in Animal Care
2	titles	Animal Care Dictionary
2	titles	Animal Welfare Act
2	titles	Relevant Handbook/Manual
2	titles	Walking, Strolling and Socialization Techniques
2	titles	Handling Animal Physical Activities
2	titles	Multimedia Materials

II. PROVIDE ANIMAL CARE HYGIENE ROUTINES

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
Cleaning Implements		
5	pcs.	Containers for Waste
5	pcs.	Buckets
5	pcs.	Brooms
5	pcs.	Dust Pans and Brushes
5	pcs.	Water Hoses
5	pcs.	Squeegees
5	pcs.	Floor Mops
5	pcs.	Spray Bottles
5	pcs.	Animal Cages (varies according to kind / sizes)
Grooming Tools		
5	sets	Brushes
5	sets	Nail Trimmer
5	sets	Grooming Shears
25	pcs	Toothbrush
25	pcs	Ear Cleaner

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
Furniture and Fixtures		
1	unit	Cabinet/Storage Rack
5	units	Animal Housing
3	sq. m	Open workplace (at least 3 sq. m)
3	sq. m	Wash Area and Mess Hall
3	sq. m	Waste Disposal Area
3	sq. m	Water Source and Irrigation/Spillway
		Sample Hayloft (visit to farm)
		Sample nest boxes (For birds/ bats and butterflies)

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	set	Animal Tags (varies according to kind/sizes)
1	set	Collar/Lace (varies according to sizes)
Cleaning Supplies/Materials		
1	set	Cleaning Cloths
1	set	Cleaning Rags / Mats (for animal cages)
		Cleaning Chemicals / Disinfectants
5	pcs.	Scrubbing Foam
5	pcs.	Gloves
25	pcs.	Aprons

15	pcs	Mouth guard / muzzle for dogs (Plastic/stainless/leather/wire/ cloth – or according to kind and size of animals. Refer to sizing guide from your local pet shop
25	pcs	Towel
5	sets	Appropriate Animal Shampoo and Conditioner
5	set	Appropriate Animal Soap
25	set	Powder
5	pcs	Cologne
5	pcs	Cleaning Clothes
5	pcs	Cleaning Rags
5	pcs	Scrubbing Foam
25	pcs	Gloves
25	pcs	Aprons
5	pcs	Sanitizer/Deodorizer/Cleanser
5	pcs	Insecticide
5	pcs	Hair Blower
5	sets	Other Animal Accessories

III. TRIM AND PRUNE LANDSCAPE PLANTS

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	pcs	Hedge Trimmers (HT): Power and Manual
5	pcs	Pruning Shear or Secateur
5	pcs	Loping Shear
5	pcs	Pruning Saw
5	pcs	Bow Saw
5	pcs	Pole/Tree Pruner
5	pcs	Ladder/Adjustable Ladder
1	set	Early Warning Devices (Traffic Cones, Warning Tapes, Hard Hat Warning Signage)
5	pcs	Rake
5	pcs	Wheel Borrow

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	pc	Chain Saw (use of this equipment is under strict gov't regulation – for demo purpose only)
1	pc	Telescopic Shaft/High Branch Pruning Chain Saws (use of this equipment is under strict gov't regulation – for demo purpose only)
1	unit	Boom or Power Sprayer (own or rent)

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	pc	Landscape Plants
1	pc	Sterilizing Agent/Pruning Compound (coal tar, bituminous pruning compound, latex paint with fungicide,
1	unit	Lubricants/Grease/Oil
25	pcs	Record Book
25	pcs	Pen
PPE		
1	pc each	Hard Hat
		Gloves
		Ear Masks
		Muff/Plug
		Goggles
		Overall / Working Clothes
		Gas Mask
		Raincoat
		Boots
		Safety Shoes
		Safety Belt
		Safety Apron

IV. PERFORM WEEDING AND CULTIVATION

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	set	Used and dirty tools and equipment
Necessary Tools		
1	pc	Small Bolo "Dulos"
1	set	Water Hose (with and without sprinklers)
1	pc	Scythe ("Karit")
5	pcs	Hole Digger
5	pcs	Spade
5	pcs	Rake
5	pcs	Trowel

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	set	Lawn Mower (4.5 HP)
1	pc	Grass Cutter (own or rent)
1	set	Soil Cultivating Machine (own or rent)

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
Necessary Supplies		
1	pc	Chemicals - Selective Herbicides - Wide Spectrum
1	unit	Notebook
25	pcs	Pen
25	pcs	Record Book
1	can	Lubricants/Grease/Oil
1	set	Cleaning Paraphernalia (Broomstick, Sacks, Rags etc.)
PPE		
1	pc each	Hard Hat
		Gloves
		Ear Masks
		Muff/Plug
		Goggles
		Overall / Working Clothes
		Gas Mask
		Raincoat
		Boots
		Safety Shoes
		Safety Belt
		Safety Apron

TRAINING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
15	pcs (each)	Landscape Drawing Plan Manual on Landscaping Maintenance System Reference of Weed Species and "Volunteer" Plants ("'Invaders") Manual on LMS List of Weeds and "Volunteer Plants" Map of Specific Landscape

V. WATER/IRRIGATE PLANTS

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
Plumbing Tools		
Watering Irrigation Tools		
1	roll	Water Hose (without sprinklers)

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
Access to		
1	unit	Water Truck
Watering/Irrigation Equipment		
1	unit	Overhead irrigation: overhead sprinkler, pop-up etc.
1	unit	Drip Irrigation
1	unit	Furrow Irrigation
1	unit	Basin Irrigation

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
25	pcs.	Notebook
5	pcs.	Record Book
25	pcs.	Pen
1	set	Cleaning Paraphernalia (soap, scrubber, broomstick, rags, etc.)
1	can	Oil/lubricant/Grease
	At least 10 different types	Landscape Plants (assorted)
PPE (Protective/Safety Devices)		
1	pc. each	Hard Hat
		Gloves
		Ear Masks
		Muff/Plug
		Goggles
		Overall / Working Clothes
		Gas Mask
		Raincoat
		Boots
		Safety Shoes
		Safety Belt
		Safety Apron

TRAINING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
15	pcs	Manual/References on plant and soil water requirements
15	pcs	Manual on LMS

FACILITIES

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	unit	Irrigation System Installed

VI. CONTROL AND PREVENT PLANT PESTS AND DISEASES

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	pcs	Soil Drencher (accessory to the garden hose)
5	pcs	Pruning Shear or Secateur
5	pcs	Pruning Saw

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	unit	Boom or Power Sprayer (Own or Rent)
1	unit	Backpack Sprayer (Own or Rent)

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
25	pcs	Notebook
5	pcs	Record Book
25	pcs	Pen
1	set	Cleaning Paraphernalia (soap, scrubber, broomstick, rags, etc.)
PPE (Protective/Safety Devices/Gadgets)		
1	pc each	Gloves
		Ear Masks
		Muff/Plug
		Goggles
		Overall / Working Clothes
		Gas Mask
		Raincoat
		Boots
		Safety Shoes
		Safety Belt
		Safety Apron

TRAINING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
15	pcs	Manual on pest and diseases of landscape plants
15	pcs	Manual/Reference on OHS
15	pcs	Manual of pest and diseases prevention and control of landscape plants
15	pcs	FPA and OHS Guidelines

3.5   TRAINING FACILITIES

Based on a class intake of 25 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/ Trainee Working Space	1 X 1 m.	1 sq. m.	25 sq. m.
Lecture/ Demo Room	8 X 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 X 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/Circulation Area	6 X 4 m.	24 sq. m.	24 sq. m.
		TOTAL AREA Building (Permanent)	**104 sq. m.**

3.6   TRAINER'S QUALIFICATIONS FOR DOMESTIC WORK NC II

- Must be a holder of NTTC Level I in Domestic Work NC II
- Must have good communication skills
- Must have at least two (2) years job/industry experience
- Must be qualified with competency in Facilitate E-Learning Sessions (FELS)

3.7   INSTITUTIONAL ASSESSMENT

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

SECTION 4   ASSESSSMENT AND CERTIFICATION 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 To attain the national qualification of **DOMESTIC WORK NC II,** the candidate must demonstrate competence through project-type assessment covering all required units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

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

4.1.3 The qualification of **DOMESTIC WORK NC II** may be attained through –

4.1.3.1 Accumulation of Certificates of Competency (COCs) in the following units of competencies:

COC 1: Clean living room, dining room, bedroom, bathroom and kitchen
COC 2: Wash and iron clothes, linen and fabric
COC 3: Prepare hot and cold meals
COC 4: Provide food and beverage service

4.1.3.2 Depending on specific employer/workplace requirements, the candidate may choose one or more from the following groups of Elective Competencies. Each group will lead to the issuance of **Certificates of Competency (COC)** in the following clusters of related competencies:

COC 1: Provide care for animals
- Assist in the care of animals
- Provide animal care hygiene routines

COC 2: Maintain plants and gardens
- Trim and prune landscape plants
- Perform weeding and cultivation
- Water/irrigate plants
- Control and prevent plant pest and diseases

Holders of unexpired National Certificate or Certificate of Competency (COC 2 : Maintenance) in Landscape Installation and Maintenance (Soft Scape) NC II shall be exempted from the requirement of COC 2 on "Maintain plants and gardens".

The elective competencies on providing care and support for newborn, infants, toddlers, children, elderly, people with special needs were not included because these are highly specialized areas. Moreover, the revised Training Regulations on Caregiving NC II are now composed of 4 types designed for specific clients (newborn to toddlers, children to adolescent, elderly and clients with special needs). Hence, a person qualified to apply for assessment and certification in these qualifications may opt to take the National Assessment.

4.1.4 Any of the following are qualified to apply for **assessment and certification**:

4.1.4.1 Graduates of WTR-, NTR-registered programs or formal/non-formal/informal including enterprise-based training programs related to domestic work;

4.1.4.2 Experienced workers (wage employed or self-employed) who gained competencies in domestic work for at least 2 years within the last five (5) years.

4.1.5 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least five (5) years of experience in domestic work within the last ten (10) years may apply for recognition in this Qualification through Portfolio Assessment. The conduct of Portfolio Assessment is subject to TESDA Circular No. 118 series of 2019.

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

4.2   COMPETENCY ASSESSMENT REQUISITE

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

This document can:
a) Identify the candidate's skills and knowledge
b) Highlight gaps in candidate's skills and knowledge

c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented
d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior to assessment

4.2.2 **Accredited Assessment Center (AAC)**. 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 procedures before they are authorized by TESDA to assess the competencies of candidates for National Certification.

The qualifications of Competency Assessors are specified in TESDA's Implementing Guidelines on the Deployment of Training Regulations (TR) and Competency Assessment Tools (CATs) for Domestic Work NC II.

COMPETENCY MAP – SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR DOMESTIC WORK NC II

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

BASIC COMPETENCIES

COMMON COMPETENCIES

Perform computer operations	Maintain an effective relationship with clients/customers	Manage own performance	Apply quality standards	Maintain a safe, clean and efficient environment

Perform facial cleansing	Perform temporary hair removal activity	Perform body scrub	Perform pre and post hair care activities	Perform hair and scalp treatment	Perform basic hair coloring	Perform basic hair bleaching	Perform basic hair perming	Perform hair straightening
Perform basic haircutting	Perform advanced and creative haircutting	Perform advanced and creative hair coloring	Perform advanced and creative hair perming	Perform basic men's haircutting	Perform shave and style beard and mustache	Perform chair manipulative relaxing services	Perform manicure and pedicure	Perform hand and foot spa
Perform preparatory activities	Prepare appropriate products, tools and equipment	Perform nail enhancement technology procedures	Perform post service activities	Perform advanced nail polish procedures	Apply facial make-up	Perform body bleach	Network with stakeholders	Process labor market information
Market and promote services of public employment services office	Perform job matching services	Perform referral and placement services	Perform monitoring of jobseekers	Perform livelihood/training referral and facilitation services	Perform monitoring of referred livelihood and training applicants	Assist in the conduct of career coaching and employment orientation seminar to school-based clients	Provide employment orientation and coaching to walk-in clients	Provide employment orientation and coaching to other clients
Participate in the conduct of research and development of new programs	Implement employment facilitation services and special programs	Organize recruitment activities	Clean living room, dining room, bedroom, bathroom and kitchen	Wash and iron clothes, linen and fabric	Prepare hot and cold meals	Provide food and beverage service		

CORE COMPETENCIES

ELECTIVE COMPETENCIES

Assist in the care of animals	Provide animal care hygiene routines	Trim and prune landscape plants	Perform weeding and cultivation	Water/irrigate plants	Control and prevent plant pests and diseases

GLOSSARY OF TERMS

1. **Alcohol –** naturally occurring and easily synthesized compound that induces intoxication when consumed.

2. **Ambiance** – the combined atmosphere created by the décor, lighting, service, possible environment (such as background music) and song, that enhances the dining or lodging experience.

3. **Barbecue** – a cooking method involving grilling food over a wood or charcoal fire. Usually some sort of rub, marinade or sauce is burdened on the item before or during cooking.

4. **Bed and Bath Linen** – items such as sheets, pillow cases, hand towels, bath towels, washcloths and cloth bath mats.

5. **Beddings** – all bed linens such as sheets and pillow cases and all blankets, shams, dust raffles, pillows, quilts, comforters, coverlets, mattress pads and bed spreads.

6. **Blanch** – to cook an item briefly in boiling water or hot fat before finishing or storing it.

7. **Boil** – a cooking method in which items are immersed in liquid at or above the boiling point.

8. **Braise** – a cooking method in which the main item, usually meat, is seared in fat, then simmered in stock to another liquid in a covered vessel.

9. **Broil** – a cooking method in which items are cooked by a radiant heat source placed above the food, usually in a broiler.

10. **Carpet Sweeper** – a handy type of sweeper used to pick-up dirt and particles from the carpet surface.

11. **Chop** – to cut into pieces of roughly the same size. Also, a small cut of meat including part of the rib.

12. **Cuisine** – food cooked and served in styles from around the world.

13. **Cutlery** – refers to knives and other cutting implements.

14. **Deep Fry** – a cooking method in which foods are cooked by immersion in hot fat; deep fried foods are often coated with breadcrumbs or butter before being cooked.

15. **Detergent** – a chemical that acts like a soap and is used for cleaning numerous surfaces. Detergents can be used effectively in hard water where ordinary soap not produce suds and will leave a residue.

16. **Dice** – to cut ingredients into small cubes (1/4 inches for small, 1/3 for medium, ¾ inch for large).

17. **Disinfectant** – a substance or means used to destroy pathogenic microorganisms.

18. **Disinfection** – a condition existing when infectious material or infection/s are removed.

19. **Fillet –** a boneless cut of meat, fish or poultry.

20. **Flatware –** it denotes all forms of spoons and forks.

21. **Furniture, Fixtures & Eqpt. (FFE) –** classification of fixed assets that have specified depreciable lives, usually ranging from three to seven years.

22. **Garnish –** an ingredient that decorates, accompanies or completes a dish. Many dishes are identified by the name of their garnishes.

23. **Grill –** a cooking technique in which foods are cooked by a radiant heat source placed below the food. Also, the piece of equipment on which grilling is done.

24. **Housekeeping –** refers to cleaning and sanitizing rooms.

25. **Linen –** traditionally a cloth made from flax fiber but now, it is used to indicate sheets, pillow cases, washcloths, cloth bath mats, towels, tablecloths and napkins.

26. **Marinade –** a method used in cooking to flavor and moisten foods, may be liquid or dry. Liquid marinades are usually based on acidic ingredients such as wine or vinegar. Dry marinades are usually salt-based.

27. **Menu –** a list of the chef's dishes. A list in specific order of the dishes to be served at a given time.

28. **Mise en place –** French phrase meaning "everything in its place"; a state of overall preparedness, having all the necessary ingredients and cooking utensils at hand ready to use at the moment work on a dish begins.

29. **Microwave** – a method of meat transfer in which electro-magnetic waves generated by a device called a magnetron penetrate food and cause the water molecules in it to oscillate.

30. **Mince –** to chop into small pieces.

31. **Panbroil –** a cooking method similar to dry sautéing that simulates broiling by cooking an item in a hot pan with little or no fat.

32. **Panfry** – a cooking method in which items are cooked in deep fat in a skillet over medium heat; this generally involves more fat than sautéing or stir-frying but less than deep-frying.

33. **Poach –** a method in which items are cooked gently in simmering liquid.

34. **Pressure Steamer –** a machine that steams food by heating water under pressure in a sealed compartment, allowing the steam to reach higher-than-boiling temperature. The food is placed in a sealer chamber that cannot be opened until the pressure has released and the steam properly vented from the chamber.

35. **Roast –** a dry heat cooking method in which items are cooked in an oven or on a spit over a fire.

36. **Sanitizer –** a sanitizing substance or product. To sanitize is to prevent the spread of disease.

37. **Saute' -** a cooking method in which items are cooked quickly in a small amount in fat in a pan on the range top.

38. **Silverware –** tableware made of solid silver, silver glit or silver metal; silver plate made from single strip of plated metal.

39. **Simmer –** to maintain the temperature of a liquid just below boiling. Also, a cooking method in which items are cooked in a simmering liquid.

40. **Spirits –** are drinks obtained by distillation after fermentation from vegetables, grains, fruits, plants and other substance with sugar or starch-based.

41. **Squeegee –** a cleaning instrument with rubber blade used for cleaning glass windows and panels.

42. **Steaming –** a cooking method in which items are cooked in a vapor by boiling water or other liquids.

43. **Step Ladder –** used to reach high objects.

44. **Stew –** a cooking method nearly identical to braising but generally involving smaller pieces of meat and hence a shorter cooking time. Stewed items also may be blanched, rather than seared, to give the finished product a pale color. Also a dish prepared by using the stewing method.

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