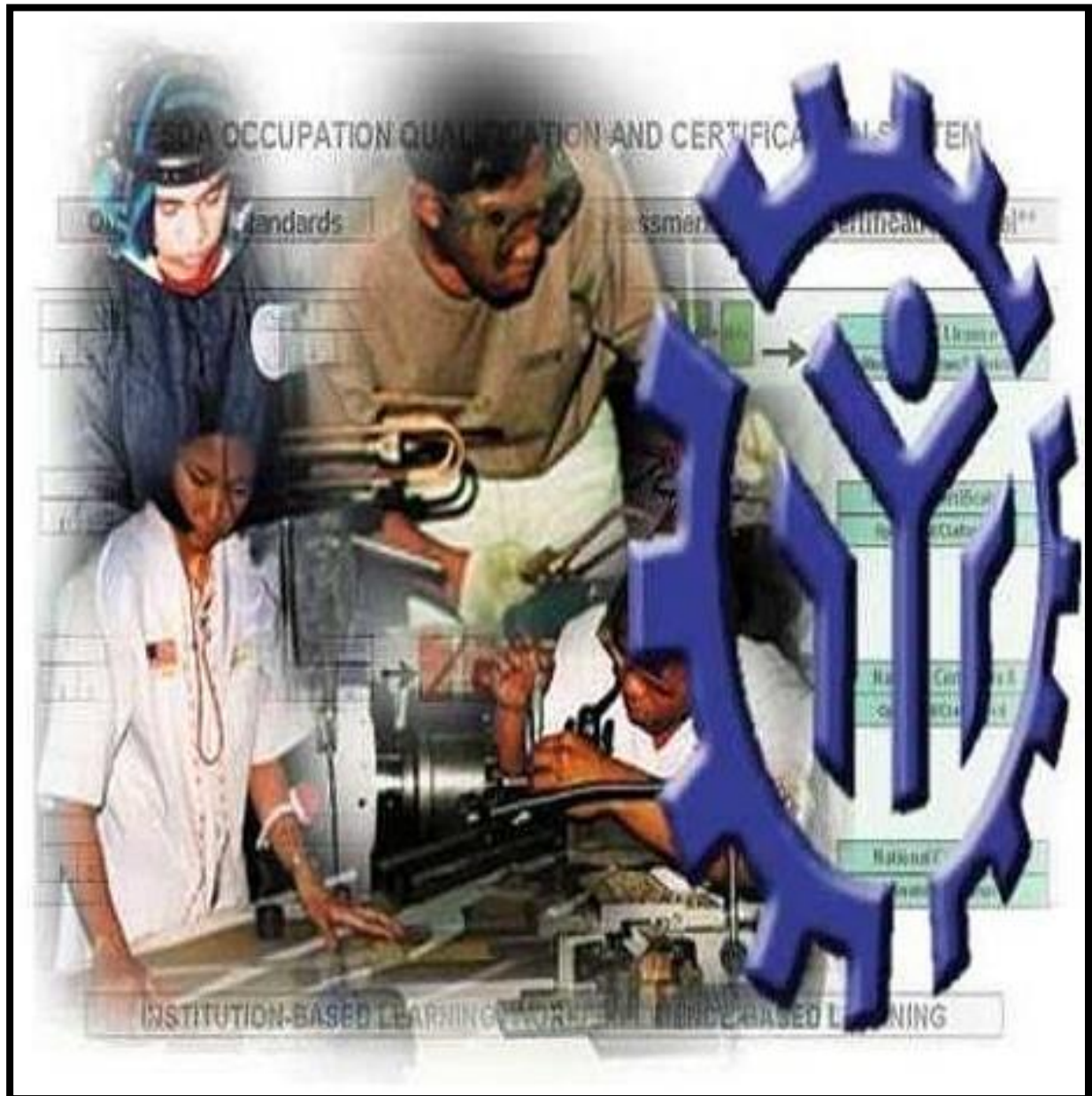# TRAINING REGULATIONS

HANDLOOM WEAVING (UPRIGHT) NC II

CREATIVE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

TESDA Complex East Service Road, South Luzon Expressway (SLEX), Fort Bonifacio, Taguig City

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 skill 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) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

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** was revised to include the Required Knowledge and Required Skills per element.   These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

Section 3   **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.

Section 4   **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

TABLE OF CONTENTS

CREATIVE SECTOR
HANDLOOM WEAVING (UPRIGHT) NC II

TRAINING REGULATIONS FOR

HANDLOOM WEAVING (UPRIGHT) NC II

SECTION 1   HANDLOOM WEAVING (UPRIGHT) NC II QUALIFICATION

The **HANDLOOM WEAVING (UPRIGHT) NC II** Qualification consists of competencies that a Handloom weaver/Handloom specialist must achieve to be able to conduct preparatory activities prior to weaving on a loom; perform basic handloom operations; recognize and check product quality; complete the whole weaving process including finishing and final quality assessment of finished woven product.

This Qualification is packaged from the competency map of the Creative Sector as shown in Annex A.

The units of competency comprising this qualification include the following:

Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in a 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

Code	COMMON COMPETENCIES
CRE731201	Enhance industry knowledge and skills
CRE731202	Enhance creative and artistic skills and cultural awareness
CRE731203	Observe procedures, specifications and manuals of instructions
CRE731204	Operate equipment
CRE731205	Manage own performance
CRE731206	Maintain a safe, clean and efficient work environment
CRE731207	Provide and maintain effective customer service
CRE731208	Observe quality system

Code	CORE COMPETENCIES
CRE731301	Conduct pre-handloom weaving activities
CRE731302	Perform upright loom weaving
CRE731303	Conduct post-weaving activities

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

- ❑ Handloom Weaver
- ❑ Handloom Weaving Specialist
- ❑ Handloom Operator

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common, and core units of competency required in **HANDLOOM WEAVING (UPRIGHT) 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 Basic business writing skills 1.9 Interpersonal skills in the

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			workplace 1.10 Active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines. 2.2 Routine written instruction 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 Basic questioning/ querying 2.9 Skills in reading for information 2.10 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	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing

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

RANGE OF VARIABLES

VARIABLE	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 3.4 Third-party report
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 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	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context*. 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives.	making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: 1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: 2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
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 task are being undertaken whether individually or in group

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

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

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

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	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	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	decision.	diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are **planned**. 3.2 Evaluation of implemented solutions are planned. 3.3 Recommended solutions are documented and submit to appropriate person for confirmation.	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	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 i**n 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	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,	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored. 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers are predicted.	Analysis, Conclusion, and Action plan)	showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated. 3.2 Counter-productive tendencies at work are eliminated. 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	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 resources 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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 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.	3.1 Roles of individuals in suggesting and making improvements 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	3.1 Identifying opportunities to improve and to do things better. Involvement 3.2 Identifying the positive impacts and the challenges of change and innovation 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility 3.4 Communicating ideas for change through small group discussions and meetings 3.5 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
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/proce dures 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***	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	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	techniques and procedures are documented. 2.5 Recommendations are made on areas of possible improvement.	and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	audiences 2.4 Stating legislation, policy and procedures 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 Communication skills 1.2 Interpersonal skills 1.3 Critical thinking skills 1.4 Observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures. 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures. 2.3 Required OSH materials, tools and	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 Communication skills 2.2 Estimation skills 2.3 Interpersonal skills 2.4 Critical thinking skills 2.5 Observation skills 2.6 Material, tool and equipment identification skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	equipment are arranged/ placed in accordance with OSH work standards.		
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 Communication skills 3.2 Interpersonal skills 3.3 Troubleshooting skills 3.4 Critical thinking skills 3.5 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.

ELEMENT	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 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 ineffective-ness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 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: • Patience • Honesty • Quality-consciousness • Safety-consciousness • Resourceful-ness	1.1 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: • Patience • Honesty • Quality-consciousness • Safety-consciousness • Resourceful-ness	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is	3.1 Optimization of workplace resources 3.2 5S procedures	3.1 Implementing preservation and optimizing workplace

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	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.	and concepts 3.3 Criteria for cost-effectiveness 3.4 Workplace productivity 3.5 Impact of entrepreneurial mindset to workplace productivity 3.6 Ways in fostering entrepreneurial attitudes: • Quality-consciousness • Safety-consciousness	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 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

COMMON COMPETENCIES

UNIT OF COMPETENCY : **ENHANCE INDUSTRY KNOWLEDGE AND SKILLS**

UNIT CODE : **CRE731201**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills required to source out information, update industry knowledge and prepare prototype.

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

1. Source out information	1.1 ***Sources of information*** on the industry are identified and coordinated according to industry procedures.
	1.2 ***Sources of information*** are accessed based on industry procedures.
	1.3 Sourced information are ***documented*** based on industry procedures.
	1.4 ***Documentation tools, materials, and equipment*** are prepared and used based on industry procedures.
		1.1 Sources of industry information
		1.2 Industry procedure
		  1.2.1 FPIC (free prior inform consent)
		  1.2.2 Documentary requirements in seeking information
		1.3 Documentation procedure
		1.4 Types and uses of documentation tools, materials, and equipment
		1.5 Capacity building on sourcing of information
		1.6 Safety measures
		1.7 Gender sensitivity
		1.8 Cultural sensitivity
		1.9 Attitude
		  1.9.1 Patience
		  1.9.2 Resource-fulness
		  1.9.3 Organized
		  1.9.4 Focus on details
		  1.9.5 Polite
			1.1 Sourcing out information
			1.2 Coordination skills
			1.3 Communication skills
			1.4 Research skills
			1.5 Documentation skills
			1.6 Use and operating tools, materials, and equipment
			1.7 Applying safety measures during documentation

2. Update industry knowledge	2.1 Sourced information are ***used*** based on industry procedures.	2.1 Use of sourced information 2.2 Documentation 2.3 Copyright procedures	2.1 Using and sharing sourced information 2.2 Documentation skills

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

	2.2 Sourced information are shared to colleagues based on industry procedures.
	2.3 *Documentation* is done based on industry procedures.
		2.4 Indigenous knowledge system and practices (IKSP)
		    2.4.1 Rituals
		    2.4.2 Chanting
		2.5 Gender sensitivity
		2.6 Cultural sensitivity
		2.7 OSHS
		2.8 Attitude
		    2.8.1 Patience
		    2.8.2 Resource-fulness
		    2.8.3 Organized
		    2.8.4 Focus on details
		    2.8.5 Polite
			2.3 Following copyright procedures
			2.4 Practicing IKSP
			2.5 Communication skills

3. Prepare prototype	3.1 Experimentation is performed based on sourced information.
	3.2 Product is improved based on experimental findings.
	3.3 Improved product is checked for quality based on industry procedures.
	3.4 Safety practices are applied following OSHS
		3.1 Prototyping
		3.2 Experimentation procedures
		3.3 Product improvement
		3.4 Quality checking
		3.5 OSHS
		3.6 Attitude
		    3.6.1 Patience
		    3.6.2 Resource-fulness
		    3.6.3 Organized
		    3.6.4 Focus on details
		    3.6.5 Polite
			3.1 Preparing prototype
			3.2 Conducting experimentation
			3.3 Improving product
			3.4 Quality checking
			3.5 Applying OSHS

RANGE OF VARIABLES

VARIABLE	RANGE

1. Sources of information	May include:
	1.1 Cultural Elders
	1.2 Cultural Master
	1.3 Cultural Bearers
	1.4 Manuals
	1.5 Personal observation and experience
	1.6 Training
	1.7 Partners
	    1.7.1 Local Government Unit (LGU)
	    1.7.2 National Government Agencies
	    1.7.3 Civil Society Organizations (CSO)
	    1.7.4 Academic institutions

2. Documentation of sourced information	May include: 2.1 Photo documentation 2.2 Preparation of Write-ups 2.3 Videos documentation 2.4 Recordings 2.5 Documenting pattern thru drawing 2.6 Obtaining sample product

3. Documentation tools, materials, and equipment	May include:
	3.1 Tools
	    3.1.1 Questionnaires
	    3.1.2 Survey
	3.2 Materials
	    3.2.1 Record book
	    3.2.2 Ball pen
	3.3 Equipment
	    3.3.1 Video camera
	    3.3.2 Mobile phone

4. Usage of sourced information	It includes: 4.1 Adaptation 4.2 Adoption

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Accessed sources of information. 1.2 Documented sourced information. 1.3 Used sourced information. 1.4 Carried out documentation. 1.5 Improved product. 1.6 Checked quality of improved product. 1.7 Applied safety practices.
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Oral questioning 3.4 Direct observation
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 **:** **ENHANCE CREATIVE AND ARTISTIC SKILLS AND CULTURAL AWARENESS**

UNIT CODE **:** **CRE731202**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to plan for the activities, conduct capacitation activity, conduct cultural awareness activity and perform benchmarking. It also includes competency required to exhibit professional practice that describes development of creative, artistic and conceptual skills required to work as a practicing artist. It also deals with communicating effectively and working strategically to achieve planned outcomes as an artist.

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

1. Plan for the activities	1.1 Information on cultural skills and practices is accessed and used.
	1.2 Areas for improvement are identified based on gathered information.
	1.3 Action plan is prepared based on consultation.
	1.4 Consultation is made with *cultural authorities*.
	1.5 Artistic skills group are formed.
		1.1 Intervention procedures
		1.2 Cultural skills and practices
		1.3 Action plan
		1.4 Consultation procedures
		  1.4.1 IKSP
		  1.4.2 FPIC
		1.5 Cultural authorities
		1.6 Artistic skills group
		1.7 Cultural mapping and profiling
		1.8 Attitude
		  1.8.1 Patience
		  1.8.2 Organized
		  1.8.3 Time conscious
		  1.8.4 Resource-fulness
		  1.8.5 Focused
			1.1 Accessing and using information on cultural skills
			1.2 Identifying areas of improvement
			1.3 Preparing action plan
			1.4 Conducting consultation
			1.5 Conducting cultural mapping and profiling

2. Conduct capacitation activity	2.1 Training and specialization is selected with reference to improvement area. 2.2 *Capacitation strategies* are applied based on industry procedures.	2.1 Types and procedures of capacitation strategies 2.2 Types of training and specialization 2.3 Administrative requirements 2.4 Preparation procedures	2.1 Selecting training and specialization 2.2 Applying capacitation strategies 2.3 Preparing and submitting administrative requirements

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

	2.3 Administrative requirements are prepared and submitted.
	2.4 Learner is monitored and evaluated according to capacitation strategies.
		2.5 Community immersion procedures
		2.6 Basic arithmetic operations
		2.7 Determination of areas for improvement
		2.8 Monitoring and evaluation procedures of learner
		2.9 Attitude
		  2.9.1 Organized
		  2.9.2 Honesty
		  2.9.3 Patience
		  2.9.4 Resource-fulness
		  2.9.5 Industrious-ness
		  2.9.6 Politeness
			2.4 Preparing budgetary requirements
			2.5 Communication skills
			2.6 Determining improvement area
			2.7 Monitoring and evaluating learner

3. Conduct cultural awareness activity	3.1 *Cultural events* are identified according to established industry procedures.
	3.2 Cultural events are participated according to industry practices.
	3.3 Coordination activities are performed following industry procedures.
	3.4 *Promotional materials* are prepared according to established practices.
	3.5 Cultural promotion is carried out based on established industry procedures.
		3.1 Acculturation
		3.2 Types of cultural events
		3.3 Coordination procedures
		3.4 Responding to invitation
		3.5 Types of promotional materials
		3.6 Cultural promotion procedures
		3.7 Cultural sensitivity
		3.8 Attitude
		  3.8.1 Awareness on details
		  3.8.2 Organized
		  3.8.3 Resource-fulness
		  3.8.4 Patience
		  3.8.5 Politeness
		  3.8.6 Industrious-ness
			3.1 Identifying cultural events
			3.2 Participating cultural events
			3.3 Performing coordination procedures
			3.4 Preparing promotional materials
			3.5 Carrying out cultural promotion
			3.6 Communication skills

4. Perform benchmarking	4.1 Community is identified and selected based on industry procedures.	4.1 Cultural skilled-shared knowledge 4.2 Cultural authorities	4.1 Identifying and selecting community 4.2 Facilitating cultural

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

	4.2 Cultural exchange is facilitated according to industry procedure.
	4.3 Community practices are identified and selected following industry procedures.
	4.4 ***Cultural authorities*** are consulted for cultural skilled – shared knowledge based on established protocol.
	4.5 Best practice is applied based on approval of cultural authorities.
	4.6 Adjustments are applied based on consultation with the ***cultural authorities***.
	4.7 Documentation is performed based on the result of consultation.
		4.3 Cultural sensitivity
		4.4 Different community practices
		4.5 Facilitation procedures
		4.6 Types of cultural community
		4.7 Consultation and approval procedures
		4.8 Best cultural practices
		4.9 Documentation procedure
		4.10 Attitude
		   4.10.1 Awareness on details
		   4.10.2 Organized
		   4.10.3 Resourcefulness
		   4.10.4 Patience
		   4.10.5 Politeness
		   4.10.6 Industriousness
		   4.10.7 Respectfulness
			exchange
			4.3 Identifying community practices
			4.4 Consulting cultural authorities
			4.5 Applying best practices
			4.6 Communication skills
			4.7 Documentation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Cultural authorities	May include: 1.1 Cultural masters/ bearers 1.2 Traditional leaders 1.3 Traditional elders 1.4 Cultural Elders 1.5 Cultural Master 1.6 Cultural Bearers

2. Capacitation strategies	May include:
	2.1 Training
	      2.1.1 Mentoring
	      2.1.2 School-based
	2.2 Community immersion

3. Cultural events	Cultural events may include: 3.1 Exhibits 3.2 Forum 3.3 Festival 3.4 Cultural exchange 3.5 Trade fair
4. Promotional materials	May include: 4.1 Fliers 4.2 Hand-outs 4.3 Media promotions 4.4 Pamphlets 4.5 Social media 4.6 Signages 4.7 Product labeling and packaging 4.8 Brochure

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	 1.1 Identified areas for improvement
	 1.2 Prepared action plan
	 1.3 Conduct capacitation activity
	      1.3.1 Selected training and specialization
	      1.3.2 Applied capacitation strategies
	      1.3.3 Prepared and submitted administrative requirements
	      1.3.4 Monitored and evaluated learner
	 1.4 Conduct cultural awareness activity
	      1.4.1 Identified cultural events
	      1.4.2 Participated cultural events
	      1.4.3 Performed coordination activities
	      1.4.4 Prepared promotional materials
	      1.4.5 Carried out cultural promotion
	 1.5 Perform benchmarking
	      1.5.1 Identified and selected community
	      1.5.2 Facilitated cultural exchange
	      1.5.3 Identified and selected community practices
	      1.5.4 Consulted cultural authorities
	      1.5.5 Applied best practice
	      1.5.6 Applied adjustments
	      1.5.7 Performed documentation

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio with interview
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 **:** **OBSERVE PROCEDURES, SPECIFICATIONS AND MANUALS OF INSTRUCTIONS**

UNIT CODE **:** **CRE731203**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes on identifying, interpreting, applying services to specifications and manuals and storing manuals.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and access specification/ manuals	1.1 *Manuals* are identified and accessed as per job requirements. 1.2 Version and date of manual are checked to ensure that correct specification and procedures are identified.	1.1 Types of manuals used in plumbing 1.2 Identification of symbols used in the manuals	1.1 Identifying manuals and specifications 1.2 Accessing information and data
2. Interpret manuals	2.1 Relevant sections, chapters of specifications/ manuals are located in relation to the work to be conducted. 2.2 Information and procedure in the manual are interpreted in accordance with industry practices.	2.1 Types of manuals 2.2 Types of symbols used in manuals 2.3 Systems of measurements 2.4 Unit conversion	2.1 Interpreting symbols and specifications 2.2 Accessing information and data 2.3 Applying conversion of units of measurements
3. Apply information in manual	3.1 *Manual* is interpreted according to job requirements. 3.2 Work steps are correctly identified in accordance with manufacturer's specification. 3.3 Manual data are applied according to the given task. 3.4 All correct sequencing and adjustments are interpreted in	3.1 Types of manuals 3.2 Types and application of symbols in manuals 3.3 Unit conversion	3.1 Applying information from manuals

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with information contained on the manual or specifications.		
4. Store manuals	4.1 Manual of specification is stored to prevent damage and be readily accessible. 4.2 Information is updated when required in accordance with company requirements.	4.1 Types of manuals 4.2 Manual storing and maintaining procedures	4.1 Storing and maintaining manuals

RANGE OF VARIABLES

VARIABLE	RANGE
1. Manual	May include: 1.1 Printed References (e.g. Books, Handbooks) 1.2 Manufacturer's Specification Manual 1.3 Maintenance Procedure Manual

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Identified and accessed specification/manuals as per job requirements 1.2 Interpreted manuals in accordance with industry practices 1.3 Applied information in manuals according to the given task 1.4 Stored manuals in accordance with company requirements
2. Resource Implications	The following resources MUST be provided: 2.1 All manuals/catalogues relative to creative – film/ theatre industry
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Direct observation
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 : **OPERATE EQUIPMENT**

UNIT CODE : **CRE731204**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes and values needed to operate related equipment in connection to film/ television/ theatre/ live performances.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined. 1.2 Equipment is selected according to task assigned and required outcome. 1.3 Task is planned to ensure Occupational Safety and Health Standards (OSHS) practices.	1.1 Pre-production planning 1.2 Duties and responsibilities 1.3 Work schedules 1.4 OSHS principles and responsibilities	1.1 Reading skills required to interpret work instruction 1.2 Communication skills
2. Use equipment	2.1 Equipment is checked for operation in accordance manufacturer's specification. 2.2 Test result of desired ***creative output*** is performed in accordance with aesthetic vision or job requirements. 2.3 ***Personal Protective Equipment (PPE)*** is selected and used according to job requirements. 2.4 Work is performed according to OSHS practices.	2.1 Types and Uses of Equipment 2.2 Computer literacy 2.3 Related softwares 2.4 OSHS principles and responsibilities	2.1 Reading skills required to interpret work instruction 2.2 Interpreting Manufacturer's specifications 2.3 Communication skills
3. Maintain equipment	3.1 Systems for cleaning, minor ***maintenance*** and replacement of	3.1 Maintenance procedures 3.2 OSHS principles and	3.1 Applying maintenance procedures 3.2 Storing

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	consumables are implemented. 3.2 Equipment is checked for damages and reported to authorized personnel for repair. 3.3 Equipment is stored in accordance with manufacturer's specifications and standard procedures.	responsibilities 3.3 Safe & secure storage procedures	equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Equipment	May include: 1.1 Personal computers 1.2 Communication equipment 1.3 Printers 1.4 Scanners
2. Desired creative output	May include: 2.1 Director's treatment 2.2 Visual output (e.g. Test shots, sample edited scenes, lights experimentation and color combination)
3. Protective Personal Equipment (PPE)	May include but are not limited to: 3.1 Safety gloves 3.2 Safety goggles 3.3 Safety harness 3.4 Safety shoes 3.5 Helmet 3.6 Mask

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Planned and prepared for task to be undertaken 1.2 Used equipment 1.3 Maintained equipment
2. Resource Implications	The following resources MUST be provided: 2.1 Appropriate equipment related to tasks to be performed
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Direct observation
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 : MANAGE OWN PERFORMANCE

UNIT CODE : CRE731205

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes to perform planning activities, maintain quality of performance and improve own work. It includes also an effective management of own competency to produce quality work.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform planning activities	1.1 ***Tasks*** are listed according to job requirements. 1.2 ***Work plans and schedules*** are prepared based on ***tasks***. 1.3 Coordination is applied based on industry practices. 1.4 Budgetary requirements are computed based on the ***work plans and schedules***.	1.1 Different tasks 1.2 Work plan 1.3 Budgetary requirements 1.4 Arithmetic operation 1.5 Geographical indicator (GI) 1.6 IPR 1.7 Coordination procedure 1.8 Simple bookkeeping 1.9 Attitude: 1.9.1 Teamwork	1.1 Planning and organizing work loads 1.2 Listing of tasks 1.3 Preparing work plans schedules 1.4 Coordination skills 1.5 Computing budgetary requirements

2. Maintain quality of performance	2.1 Personal performance is monitored according to ***industry standards***.
	2.2 Advice and guidance is obtained to maintain ***industry standards***.
	2.3 Guidance from ***community cultural authorities*** is applied to maintain ***industry standards***.
	2.4 Specifications from ***customers*** are obtained based on ***industry standards***.
		2.1 Indicators of appropriate performance for each area of responsibility
		2.2 Steps for improving or maintaining performance
		2.3 Industry standards
		2.4 IKSP
		2.5 Community cultural authorities
		2.6 Procedural checklist
		2.7 Specifications from customers
		2.8 Attitude:
		   2.8.1 Time conscious-ness
		   2.8.2 Attention to
			2.1 Monitoring personal performance
			2.2 Obtaining advice and guidance
			2.3 Following guidance of cultural authorities
			2.4 Applying procedural checklist
			2.5 Obtaining specifications

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		details 2.8.3 Resource-fulness	

3. Improve own work	3.1 Actual work output is assessed in relation to ***work plan and schedules***.
	3.2 Work expenses are computed against budget.
	3.3 Feedback is obtained from customer based on job requirements.
	3.4 Improvement is done according to feedback.
		3.1 Quality control
		3.2 Work plan and schedules
		3.3 Computation of work expenses
		3.4 Customer feedback
		3.5 Arithmetic operation
		3.6 IKSP
		3.7 Attitude
		  3.7.1 Time conscious-ness
		  3.7.2 Attention to details
		  3.7.3 Resource-fulness
		  3.7.4 Patience
		  3.7.5 Honesty
			3.1 Assessing actual work output
			3.2 Computation skills
			3.3 Obtaining customer feedback
			3.4 Applying improvements

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	May include: 1.1 Acquire tools, materials and equipment 1.2 Set-up equipment 1.3 Select basic designs 1.4 Prepare prototype 1.5 Identify production target 1.6 Identify timelines 1.7 Conduct mass production 1.8 Package products 1.9 Conduct quality control 1.10 Perform marketing 1.11 Prepare inventory
2. Work plans and schedules	May include 2.1 Production schedule 2.2 Milestone and delivery dates
3. Industry standards	May include: 3.1 Application of techniques 3.2 Choosing raw materials 3.3 Following the designs 3.4 Observation of product sizes 3.5 Durability of products 3.6 Costing
4. Community cultural authorities	May include: 4.1 Cultural Elders 4.2 Cultural Master 4.3 Cultural Bearers
5. Customer	May include: 5.1 Client 5.2 Peer 5.3 Team leader

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Perform planning activities
	    1.1.1 Listed tasks of job requirements
	    1.1.2 Prepared work plans and schedules
	    1.1.3 Computed budgetary requirements
	1.2 Maintain quality of performance.
	    1.2.1 Monitored personal performance.
	    1.2.2 Obtained advice and guidance.
	    1.2.3 Applied guidance from community cultural authorities
	1.3 Improve own work
	    1.3.1 Assessed Actual work output in relation to work plan and schedules.
	    1.3.2 Computed work expenses against budget.
	    1.3.3 Carried-out improvement

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio (work plan and schedules) with interview
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 : **MAINTAIN A SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT**

UNIT CODE : **CRE731206**

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes to comply with safety and health regulations, maintain work area and maintain tools, equipment, materials and other resources. This includes competencies needed to maintain clean and safe working environment. The unit incorporates the work safety guidelines.

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

1. Comply with safety and health regulations	1.1 Safety and health measures are applied based on OSHS.
	1.2 ***Policies and procedures*** are adapted and applied according to industry standards.
	1.3 ***Emergencies*** are addressed following workplace procedures.
	1.4 Work areas are set-up and secured following safety procedures.
		1.1 Indigenous Knowledge System Practices (IKSP) on safety and health
		  1.1.1 Handling of chemicals
		1.2 Geographical location
		1.3 Traditional PPEs
		1.4 Industrial PPEs
		1.5 Community procedures
		1.6 Workplace emergencies
		1.7 Addressing workplace emergencies
		1.8 Setting-up and securing of work areas
		1.9 Alternative work areas
		1.10 3Rs
		1.11 5S of Good Housekeeping
		1.12 OSHS
		1.13 Attitude
		  1.13.1 Patience
		  1.13.2 Honesty
		  1.13.3 Focus on details
			1.1 Complying with Indigenous Knowledge System Practices (IKSP) on safety and health
			1.2 Handling of chemicals
			1.3 Adapting and applying policies and procedures
			1.4 Setting-up and securing work areas
			1.5 Applying safety practices
			1.6 Addressing emergencies
			1.7 Identifying alternative work areas

2. Maintain work area	2.1 ***Attributes of conducive working areas*** are ***checked*** following	2.1 Work Hazards Policies and Procedures 2.1.1 Topogra-	2.1 Complying with health and safety regulations 2.2 Checking

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

	safety procedures.
	 2.2 Repairs are identified and reported to authorities.
	 2.3 Work area maintenance schedule are complied according to workplace procedure.
	 2.4 Waste is stored and disposed of according to waste management.
	 2.5 Safety practices are applied following OSHS.
		phic location
		 2.2 OSHS policies and procedures
		 2.3 Waste management (5Rs)
		   2.3.1 Refuse
		   2.3.2 Reduce
		   2.3.3 Reuse
		   2.3.4 Recycle
		   2.3.5 Rot
		 2.4 Authorities
		 2.5 Work schedule
		 2.6 Attributes of conducive working areas
		 2.7 5S of good housekeeping
		 2.8 Environmental laws
		 2.9 Attitude
		   2.9.1 Orderliness
		   2.9.2 Patience
		   2.9.3 Resource-fulness
			attributes of conducive working areas
			 2.3 Identifying and reporting repairs to authorities
			 2.4 Preparing work schedule and assignments
			 2.5 Storing and disposing wastes
			 2.6 Applying safety practices

3. Maintain tools, equipment, materials and other resources	3.1 Tools, equipment and materials are stored according to manufacturer's manual and industry practices. 3.2 Tools, and equipment are checked for maintenance requirements according to manufacturer's manual and industry practices. 3.3 *Resources* are monitored and maintained following workplace procedure. 3.4 Tools and equipment are referred for repair according to	3.1 Storing tools and equipment 3.2 Checking for maintenance requirements 3.3 OSHS 3.4 Manufacturer's manual and industry practice 3.5 Maintenance of tools and equipment 3.6 Reporting tools and equipment for major repairs 3.7 IKSP 3.8 Cultural sensitivity 3.9 Different resources 3.10 Forecasting/ projection of resources 3.11 Monitoring guidelines	3.1 Maintaining of tools and equipment 3.2 Storing tools, equipment and resources 3.3 Checking tools, and equipment 3.4 Communication skills 3.5 Monitoring and maintaining resources 3.6 Performing forecasting/ projection of resources 3.7 Following monitoring guidelines 3.8 Applying OSHS

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	industry procedure. 3.5 Safety practices are applied following OSHS.	3.12 Attitude 3.12.1 Patience 3.12.2 Orderliness 3.12.3 Organized 3.12.4 Resourcefulness	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Policies and procedures	May include: 1.1 Industrial Safety Procedures 1.2 Industrial use of Protective Clothing and Equipment 1.3 Hazard Identification 1.4 Job Procedures

2. Emergencies	May include:
	2.1 Workplace
	    2.1.1 Fire
	    2.1.2 Natural calamities
	    2.1.3 Electrical faults
	    2.1.4 Gas leak
	2.2 Worker
	    2.2.1 Burns
	    2.2.2 Poisoning
	    2.2.3 Cuts and Wounds

3. Attributes of conducive work areas	May include: 3.1 Properly ventilated 3.2 Organized tools, materials, and equipment 3.3 Proper lightings 3.4 Not prone to calamities 3.5 Sturdy physical structure
4. Checking of attributes of conducive working areas	May include: 4.1 Ocular inspection 4.2 Consultation with authorities
5. Resources	May include: 5.1 Time 5.2 Manpower 5.3 Budgetary requirements 5.4 Sources of raw materials
6. Authorities	May include: 6.1 Cultural elders 6.2 Cultural masters 6.3 Cultural leaders 6.4 LGUs

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	 1.1 Comply with safety and health regulations
	    1.1.1 Applied community procedures on safety and health
	    1.1.2 Adapted and applied policies and procedures
	    1.1.3 Addressed emergencies
	    1.1.4 Set-up and secured work areas
	 1.2 Maintain work area
	    1.2.1 Checked attributes of conducive working areas
	    1.2.2 Identified and reported repairs
	    1.2.3 Stored and disposed waste
	    1.2.4 Applied safety practices
	 1.3 Check and maintain tools, equipment and resources
	    1.3.1 Stored tools, equipment and materials
	    1.3.2 Checked tools, and equipment for maintenance
	    1.3.3 Monitored and maintained resources
	    1.3.4 Referred tools and equipment for repair
	    1.3.5 Applied safety practices

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Oral questioning
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 : **PROVIDE AND MAINTAIN EFFECTIVE CUSTOMER SERVICE**

UNIT CODE : **CRE731207**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes to maintain a good business image, respond to customer needs and strengthen relations with customers. The unit focuses on personal presentations and providing effective client service.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a good business image	1.1 ***Personal presence*** is maintained according to ***employer standards***. 1.2 ***Interpersonal skills*** are used to identify customer needs following workplace standards. 1.3 Work area is kept tidy and uncluttered according to workplace procedure. 1.4 Equipment and other resources are stored and organized according to workplace procedures. 1.5 Product orientation is conducted according to industry practices.	1.1 Communication 1.1.1 Interactive communication with others 1.1.2 Interpersonal skills/ social graces with sincerity 1.1.3 Personal presence 1.2 Safety Practices 1.2.1 Safe work practices 1.2.2 Personal hygiene 1.3 Maintain teamwork and cooperation 1.4 5S of Good housekeeping 1.5 Time management 1.6 IKSP 1.7 OSHS 1.8 5Rs 1.9 Product orientation 1.9.1 Heritage values 1.10 Attitude 1.10.1 Attentive, patient and cordial 1.10.2 Honest 1.10.3 Punctual	1.1 Communication skills 1.2 Maintaining personal presence 1.3 Using interpersonal skills 1.4 Tidying and uncluttering work area 1.5 Organizing equipment and other resources 1.6 Applying 5S of Good Housekeeping 1.7 Applying 5Rs 1.8 Conducting product orientation

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

2. Respond to customer needs	2.1 *Customer needs* are identified according to industry procedures.
	2.2 Prototype is prepared according to customer specifications.
	2.3 Changes to customer needs are addressed according to workplace procedure.
	2.4 *Feedback mechanisms* are used to meet customer needs following industry procedure.
		2.1 Feedback mechanisms
		2.2 Customer needs
		2.3 Customer specifications
		2.4 Preparation of prototype
		2.5 Procedure in addressing customer needs
		2.6 Attitude
		   2.6.1 Attentive-ness
		   2.6.2 Patience
		   2.6.3 Cordiality
			2.1 Communication skills
			2.2 Identifying customer needs
			2.3 Preparing prototype
			2.4 Addressing changes to customer needs
			2.5 Using feedback mechanisms
			2.6 Applying IKSP

3. Strengthen relations with customer	3.1 Customer expectations are met according to industry procedure.
	3.2 Repeat orders are secured based on industry procedure.
	3.3 Written contract is prepared based on agreements.
		3.1 Customer expectations
		3.2 Customer satisfaction
		3.3 Establishing good rapport with customer
		3.4 Preparation of written contract
		3.5 Quality Control
		3.6 Procedure of repeat orders
		3.7 Attitude
		   3.7.1 Attentive-ness
		   3.7.2 Patience
		   3.7.3 Cordiality
		   3.7.4 Honesty
			3.1 Communication skills
			3.2 Meeting customer expectations
			3.3 Maintaining customer satisfaction
			3.4 Preparing written contract
			3.5 Securing repeat orders
			3.6 Negotiation skills

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 1.6 traditional attire
2. Employer standards	May include: 2.1 Organizational Policy and Procedures 2.2 Common and accepted practices in the industry
3. Interpersonal skills	May include: 3.1 Interactive communication 3.2 Public relation 3.3 Good working attitude 3.4 Passion 3.5 Pleasant disposition 3.6 Effective communication skills 3.7 Team player
4. Customer needs	May include: 4.1 Number of orders 4.2 Basic designs 4.3 Quality of product 4.4 Aesthetics 4.5 Delivery time 4.6 Pricing and costing
5. Feedback mechanisms	May include: 5.1 Contact reports 5.2 Focus Group Discussion 5.3 Punch List 5.4 Face-to-face 5.5 Suggestion box 5.6 Survey

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Maintain a good business image.
	1.1.1 Maintained personal presence is according to employer standards.
	1.1.2 Used interpersonal skills
	1.1.3 Kept work area tidy and unclutter
	1.1.4 Organized equipment and other resources
	1.2 Determine customer needs.
	1.2.1 Identified customer needs
	1.2.2 Prepared prototype
	1.2.3 Addressed changes to customer needs
	1.2.4 Used feedback mechanisms
	1.3 Strengthen relations with customer.
	1.3.1 Met customer expectations
	1.3.2 Maintained customer satisfaction
	1.3.3 Prepared written contract
2. Resource Implications	The following resources MUST be provided:
	2.1 Actual and simulated workplace
	2.2 Materials, tools, and equipment needed to perform the required task
	2.3 References and manuals
	2.4 PPEs
	2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration/ observation with oral questioning
	3.2 Written exam
	3.3 Portfolio with interview
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 : **OBSERVE QUALITY SYSTEM**

UNIT CODE : **CRE731208**

UNIT DESCRIPTOR : This unit of competency covers the competence to conduct the final quality check on completed work or orders, report on the quality of processes and work outcomes, and implement improvements to work processes.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct final quality check on completed work/ orders	1.1 Completed work/ orders are checked for compliance with supplier, company or customer specifications. 1.2 Documentation is authorized in accordance with company requirements. 1.3 Feedback is provided to staff on the quality of their work with equal emphasis on strengths and weaknesses and opportunities for development.	1.1 Work planning and organization processes 1.2 Enterprise quality systems and procedures 1.3 Quality systems and application techniques in a work environment 1.4 Typical loss and damage control systems 1.5 Worksite information management systems 1.6 Occupational health and safety regulations/ requirements	1.1 Checking completed work/ orders 1.2 Preparing documentation and feedback report
2. Report on the quality of processes and work outcomes	2.1 Documents are kept according to company *quality procedures* on outcomes of quality checks. 2.2 *Quality problems* are identified according to company *performance indicators*. 2.3 *Information* relating to the quality of processes and work outcomes is provided to appropriate persons	2.1 Work planning and organization processes 2.2 Enterprise quality systems and procedures 2.3 Quality systems and application techniques in a work environment 2.4 Typical loss and damage control systems 2.5 Worksite information management systems 2.6 Occupational	2.1 Communication (written, verbal) 2.2 Storing/ safe keeping of documents 2.3 Identifying problems 2.4 Using mathematical ideas and techniques to document quantities and company sampling procedures 2.5 Establishing diagnostic

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	on a regular basis.	health and safety regulations/ requirements	processes which analyze problems and recommend solutions
3. Implement improvements to work processes	3.1 Staff input is encouraged to generate possible solutions to quality problems. 3.2 Options for solving quality problems are generated and the costs and benefits of each option are evaluated. 3.3 Recommended solutions to quality problems are discussed with management. 3.4 Improvements to work processes are implemented according to company policies and procedures.	3.1 Work planning and organization processes 3.2 Enterprise quality systems and procedures 3.3 Quality systems and application techniques in a work environment 3.4 Typical loss and damage control systems 3.5 Worksite information management systems 3.6 Occupational health and safety regulations/ requirements	3.1 Communication (Written, verbal) 3.2 Gathering options/ solutions for solving quality problems 3.3 Applying Interpretive and analytical diagnostic skills 3.4 Planning and organizing activities 3.5 Using mathematical ideas and techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Quality procedures	May include: 1.1 Company quality system documentation 1.2 Work instructions/work productivity 1.3 Safe work procedures 1.4 Product specifications 1.5 Equipment maintenance schedules 1.6 Technical procedures and adopted or specifically prepared standards
2. Quality problems	May include: 2.1 Misdiagnosed faults 2.2 Jobs requiring rework 2.3 Jobs which do not meet customer requirements 2.4 Repairs which do not fix the problem within the allocated timeframe
3. Performance indicators	May include: 3.1 Account for issues of time, quantity, quality and cost factors and may include establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction
4. Information/ documents	May include: 4.1 Vehicle manufacturer practices 4.2 Company operating procedures 4.3 Supplier directories 4.4 Parts catalogues 4.5 Customer orders and industry/workplace codes of practice 4.6 Material safety data sheets (MSDS)

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Communicated effectively with others involved in or affected by the work 1.2 Identified quality system procedures and needs 1.3 Identified performance indicators 1.4 Conducted final quality checks on completed work orders 1.5 Reported on the quality of processes and work outcomes 1.6 Monitored and adjusted performance indicators to meet changing circumstances 1.7 Processed and implemented recommendations for change
2. Resource Implications	The following resources MUST be provided: 2.1 A workplace or simulated workplace 2.2 Situations requiring worksite quality systems maintenance 2.3 Worksite quality policies and procedures 2.4 Worksite quality documents system 2.5 Materials, tooling and equipment
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Third Party Report
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

CORE COMPETENCY

UNIT OF COMPETENCY **:** **CONDUCT PRE-HANDLOOM WEAVING ACTIVITIES**

UNIT CODE **:** **CRE731301**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to confirm job requirement, prepare raw materials and prepare tools, materials and accessories.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm job requirement	1.1 **Weaving pattern** is selected according to client's requirements. 1.2 Pattern is interpreted based on established industry practices. 1.3 **Product specification** is clarified based on industry practice. 1.4 **Materials** requirements are calculated based on the work requirement. 1.5 Documentation of **information** is done according to industry practice. 1.6 Required output is completed as specified by the immediate supervisor based on work.	1.1 Basic weaving pattern 1.2 Types of basic structure 1.3 Calculation of needed materials 1.4 Interpretation of design 1.5 Product specifications 1.6 Types of materials 1.7 Color combination 1.8 Communication skills 1.9 Factors affecting productivity 1.10 Productivity work measurements 1.11 Ways of improving productivity 1.12 Adherence to work requirements	1.1 Communication skills 1.2 Selecting design 1.3 Interpreting design 1.4 Clarifying product specifications 1.5 Calculating materials requirements 1.6 Following instructions 1.7 Mathematical skills
2. Prepare tools and materials	2.1 Quality materials are acquired from reliable sources. 2.2 **Tools** are selected and checked according to work requirements. 2.3 Minor troubleshooting and repair is conducted	2.1 Quality materials 2.2 Types of tools and accessories 2.3 Proper usage of tools 2.4 OSHS 2.5 Factors affecting productivity 2.6 Productivity work measurements	2.1 Acquiring quality materials 2.2 Selecting tools 2.3 Checking loom functions 2.4 Using tools, equipment and accessories 2.5 Adjusting loom and accessories

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	following established industry procedures. 2.4 Required output is completed as specified by the immediate supervisor based on work. 2.5 Safety practices are applied following OSHS.	2.7 Ways of improving productivity 2.8 Adherence to work requirements	2.6 Reporting defective loom 2.7 Conducting minor troubleshooting and repair 2.8 Applying safety practices
3. Perform warping activities	3.1 Yarns are *prepared* according to *product specifications*. 3.2 Yarns are arranged following warping technique. 3.3 Corrective actions are applied based on *warping problems*. 3.4 Upright loom dressing technique is applied following *loom dressing procedures*. 3.5 Required output is completed as specified by the immediate supervisor based on work. 3.6 Safety practices are applied following OSHS.	3.1 Warping procedure 3.2 Loom dressing procedures 3.3 OSHS 3.4 Reliable sources of materials 3.5 Warping problems 3.6 Application of corrective actions 3.7 Factors affecting productivity 3.8 Productivity work measurements 3.9 Ways of improving productivity 3.10 Adherence to work requirements	3.1 Applying Warping procedures 3.2 Performing loom dressing procedures 3.3 Applying safety practices 3.4 Communication skills 3.5 Identifying warping problems 3.6 Applying corrective actions

RANGE OF VARIABLES

VARIABLE	RANGE
1. Weaving pattern	Basic weaving pattern includes: 1.1 Warp (vertical pattern) 1.2 Weft (horizontal pattern) 1.3 Stripes pattern 1.4 Checkered pattern 1.5 Color combination

2. Product Specification	Product Specification may include:
	2.1 Color
	2.2 Costing
	2.3 Lead time
	2.4 Measurement
	    2.4.1 Width
	    2.4.2 Length

3. Material	Material may include:
	3.1 Cotton
	3.2 Abaca
	3.3 Polyester
	3.4 Pina
	3.5 Fiber-Blends
	    3.5.1 Cotton-abaca
	    3.5.2 Cotton-pina
	    3.5.3 Cotton-water hyacinth
	3.6 Cotton-banana

4. Information	Information may include: 4.1 Warp ends 4.2 Material used for weft 4.3 Type of weave used 4.4 Weaver 4.5 Handling of materials 4.6 Origin of materials

5. Tools, accessories and equipment	Tools, equipment and accessories may include:
	Tools:
	5.1 Shuttles
	5.2 Bobbins
	5.3 Bobbin winder
	5.4 Warping device
	   -Warping frame
	   -Warping board
	   -Circular device
	   -Sectional warper
	5.5 Scissors
	5.6 Needles
	5.7 Dressmaker pins
	5.8 Ruler
	5.9 Tape measure
	5.10 Marking pen
	5.11 Record book

VARIABLE	RANGE
	Equipment: 5.12 Upright loom **PPEs:** 5.13 Face mask 5.14 Gloves
6. Preparation of yarns	Preparation of yarns includes: 6.1 Determination of length and width 6.2 Determination of color combination 6.3 Number of yarns to be used
7. Warping problems	Warping problems may include: 7.1 Broken warp threads 7.2 Crossed warp threads 7.3 Uneven tension 7.4 Incorrect calculation of warp threads
8. Loom dressing procedures	Loom dressing procedures may include: 8.1 Beaming 8.2 Drawing-in 8.3 Denting 8.4 Tying handloom and loom 8.5 Trial weaving

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	1.1 Confirmed job requirement.
	1.1.1 Selected weaving pattern.
	1.1.2 Interpreted pattern.
	1.1.3 Clarified product specification.
	1.1.4 Calculated materials requirements.
	1.1.5 Done documentation of information.
	1.1.6 Completed required output.
	1.2 Prepared tools and materials.
	1.2.1 Acquired quality materials.
	1.2.2 Selected and checked tools.
	1.2.3 Conducted minor troubleshooting and repair.
	1.2.4 Completed required output.
	1.2.5 Applied safety practices.
	1.3 Performed warping activities.
	1.3.1 Prepared yarns.
	1.3.2 Arranged yarns.
	1.3.3 Applied corrective actions.
	1.3.4 Applied upright loom dressing technique.
	1.3.5 Completed required output.
	1.3.6 Applied safety practices.
2. Resource Implications	**The following resources should be provided:**
	2.1 Tools, materials, and equipment in conducting pre-handloom weaving activities
	2.2 Manuals and references
	2.3 Actual or simulated workplace
	2.4 PPEs
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	3.1 Demonstration/Direct Observation with Oral questioning
	3.2 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 : **PERFORM UPRIGHT LOOM WEAVING**

UNIT CODE : **CRE731302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform basic upright loom weaving.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare loom weaving machine and workplace	1.1 Workplace is prepared according to work procedures. 1.2 Safety measure is applied based on OSHS. 1.3 Loom parts and accessories are checked based on established industry procedure. 1.4 Loom parts and accessories are adjusted based on established industry procedure. 1.5 Defective loom parts are reported to immediate authority based on established industry procedure. 1.6 ***Upright loom weaving machine*** is set up following industry procedures and manuals. 1.7 Required output is completed as specified by the immediate supervisor based on work.	1.1 Systems of measurements 1.2 Unit conversion 1.3 Standard operating procedures prior to weaving 1.4 OSHS principles and responsibilities 1.5 Loom Parts and its functions 1.6 Adjustment procedures 1.7 Loom defects 1.8 Minor troubleshooting and repair of handloom 1.10 Factors affecting productivity 1.11 Productivity work measurements 1.12 Ways of improving productivity 1.13 Adherence to work requirements	1.1 Exhibiting effective communication skills for documentation of processes 1.2 Following workplace instructions 1.3 Applying proper material usage 1.4 Checking loom functions 1.5 Using tools, equipment and accessories 1.6 Adjusting loom and accessories 1.7 Reporting defective loom 1.8 Conducting minor troubleshooting and repair
2. Weave textile	2.1 Woven textile is produced according to upright loom weaving procedures. 2.2 On-the-loom inspection is performed following standard procedures.	2.1 Standard operating procedures for hand loom weaving 2.2 Quality criteria for handwoven textiles 2.3 On-the-loom weaving	2.1 Performing basic weaving operations on a hand loom 2.2 Maintaining OSHS all throughout the weaving process 2.3 Maintaining own work-quality

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Rectification of weaving is applied following industry procedures. 2.4 Required output is completed as specified by the immediate supervisor based on work.	corrective techniques 2.4 OSHS principles and responsibilities 2.5 Factors affecting productivity 2.6 Productivity work measurements 2.7 Ways of improving productivity 2.8 Adherence to work requirements	
3. Complete upright loom weaving	3.1 Off-the-loom inspection is performed following standard procedures. 3.2 Finishing of fabric is applied based on *established techniques*. 3.3 Woven textile is *classified* according to industry criteria. 3.4 Required output is completed as specified by the immediate supervisor based on work.	3.1 Standard operating procedures for finishing handwoven textiles 3.2 Factors affecting productivity 3.3 Productivity work measurements 3.4 Ways of improving productivity 3.5 Adherence to work requirements	3.1 Performing quality assessment practices 3.2 Housekeeping 3.3 Time Management

RANGE OF VARIABLES

VARIABLE	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. Material	May include but not limited to:
	2.1 Cotton
	2.2 Abaca
	2.3 Polyester
	2.4 Pina
	2.5 Fiber-Blends
	    2.5.1 Cotton-abaca
	    2.5.2 Cotton-pina
	    2.5.3 Cotton-water hyacinth
	2.6 Cotton-banana

3. Tools and equipment, accessories	May include: **Tools:** 3.1 Shuttles 3.2 Bobbin 3.3 Weaving hook 3.4 Lease sticks 3.5 Bobbin winder 3.6 Warping frame 3.7 Warp rods 3.8 Cloth rod 3.9 Heddles 3.10 Dowels **Equipment:** 3.11 Upright loom **Accessories:** 3.12 Weaving hook 3.13 Reed 3.14 Lease sticks 3.15 Cloth rod 3.16 Heddles 3.17 Dowels 3.18 Warp rod
4. Documentation	May include: 4.1 Materials used for warp 4.2 Material used for weft 4.3 Type of weave used 4.4 Weaver 4.5 Handling of the materials 4.6 Origin of material

VARIABLE	RANGE
5. Upright loom weaving machine	May include: 5.1 Jack type loom 5.2 Counter balance loom
6. Established techniques	May include: 6.1 Fringing 6.2 Hand Sewing 6.3 Machine Sewing 6.4 Trimming

7. Classification of woven textile	May include:
	
	7.1 Class A
	    7.1.1 Consistency in density of weave
	    7.1.2 Premium weave
	
	7.2 Class B
	    7.2.1 Less density of weave
	    7.2.2 Regular weave

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Prepared loom weaving machine and workplace.
	    1.1.1 Prepared workplace.
	    1.1.2 Applied safety measure.
	    1.1.3 Checked loom parts and accessories.
	    1.1.4 Adjusted loom parts and accessories.
	    1.1.5 Reported defective loom parts.
	    1.1.6 Set-up upright loom weaving machine.
	    1.1.7 Completed required output.
	
	1.2 Weaved textile.
	    1.2.1 Produced woven textile.
	    1.2.2 Performed on-the-loom inspection.
	    1.2.3 Applied rectification of weaving.
	    1.2.4 Completed required output.
	
	1.3 Completed upright loom weaving.
	    1.3.1 Performed off-the-loom inspection.
	    1.3.2 Applied finishing of fabric.
	    1.3.3 Classified woven textile.
	    1.3.4 Completed required output.

2. Resource Implications	The following resources MUST be provided: 2.1 Tools, materials, and equipment in conducting pre-handloom weaving activities. 2.2 Manuals and references. 2.3 Actual or simulated workplace. 2.4 PPEs.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Oral questioning 3.4 Direct observation
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 **:** **CONDUCT POST-WEAVING ACTIVITIES**

UNIT CODE **:** **CRE731303**

UNIT DESCRIPTOR **:** This unit describes the skills and knowledge required for off the loom activities.

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

1. Package and label woven textile products	1.1 ***Packaging tools and materials and supplies*** are selected based on product requirements.
	1.2 Woven textile products are packed following standard packing procedures.
	1.3 Woven textile products are labeled according to the documentation.
	1.4 Required output is completed as specified by the immediate supervisor based on work.
	1.5 Safety practices are applied following OSHS.
		1.1 Types of packaging tools and materials
		1.2 Packing procedures
		1.3 Label Information
		   1.3.1 Product specification
		     1.3.1.1 Materials used
		     1.3.1.2 Size
		     1.3.1.3 Company Name
		   1.3.2 Care instructions
		   1.3.3 Storyline
		     1.3.3.1 Weaver's name
		     1.3.3.2 Origin of the material
		     1.3.3.3 Advocacies
		1.4 Labeling Procedures
		1.5 OSHS
		1.6 Factors affecting productivity
		1.7 Productivity work measurements
		1.8 Ways of improving productivity
		1.9 Adherence to work requirements
			1.1 Selecting of packaging tools and materials
			1.2 Packing woven textiles
			1.3 Labeling woven textile products
			1.4 Applying safety practices

2. Store woven textile	2.1 Storage facilities	2.1 Preparation and	2.1 Preparing

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
products	are prepared and maintained according to standard procedures. 2.2 Piling up of woven textile products are done following industry practices. 2.3 Woven textile product is arranged according to *industry criteria*. 2.4 Required output is completed as specified by the immediate supervisor based on work. 2.5 Safety procedures are applied following OSHS.	maintenance of storage facilities 2.2 Storing and preservation of woven textile products procedures 2.3 Piling procedures 2.4 OSHS 2.5 Factors affecting productivity 2.6 Productivity work measurements 2.7 Ways of improving productivity 2.8 Adherence to work requirements	storage facilities 2.2 Piling up woven textile 2.3 Arranging woven 2.4 Applying safety procedures
3. Perform record keeping	3.1 Report on work process and progress is prepared following enterprise procedures. 3.2 Forms are accomplished according to industry requirements. 3.3 Production yield is recorded based on work outputs. 3.4 *Inventory* activities is done according to industry practices. 3.5 Required output is completed as specified by the immediate supervisor based on work.	3.1 Report preparation on work process and work progress 3.2 Types and parts of forms 3.3 Record keeping 3.4 Inventory activities 3.5 Computation of production yield 3.6 Factors affecting productivity 3.7 Productivity work measurements 3.8 Ways of improving productivity 3.9 Adherence to work requirements	3.1 Preparing report 3.2 Accomplishing forms 3.3 Recording production yield 3.4 Performing inventory activities 3.5 Mathematical skills 3.6 Communication skills
4. Conduct restoration activities	4.1 Tools and equipment are cleaned and stored according to industry procedures	4.1 Cleaning and storage of tools and equipment 4.2 5S of Good Housekeeping	• Cleaning and storing tools, materials and supplies and equipment

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and manuals. 4.2 Materials are stored following 5S of good Housekeeping. 4.3 Waste management is practiced based on environmental regulations. 4.4 Workplace is restored following industry procedures. 4.5 Required output is completed as specified by the immediate supervisor based on work. 4.6 Safety practices are applied following OSHS.	4.3 Storage of materials 4.4 Waste management 4.5 Environmental regulations 4.6 Workplace restoration 4.7 OSHS 4.8 Factors affecting productivity 4.9 Productivity work measurements 4.10 Ways of improving productivity 4.11 Adherence to work requirements	• Storing materials • Performing of 5S of Good Housekeeping • Practicing waste management • Restoring workplace • Applying safety

RANGE OF VARIABLES

VARIABLE	RANGE

1. Packaging tools and materials and suppliesmaterials	May include:
	 1.1 Cellophane
	 1.2 Box
	 1.3 Bubble wrap
	 1.4 Native packaging materials
	     1.4.1 Abaca
	     1.4.2 Buri,
	     1.4.3 Jusi

2. Industry criteria	May include: 2.1 Sizes 2.2 Color 2.3 End-use
3. Inventory	May include: 3.1 Materials 3.2 Tools 3.3 Equipment 3.4 Products

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Packaged and labeled woven textile products.
	1.1.1 Selected packaging tools and materials and supplies.
	1.1.2 Packed woven textile products.
	1.1.3 Labeled woven textile products.
	1.1.4 Completed required output.
	1.1.5 Applied safety practices.
	1.2 Stored woven textile products.
	1.2.1 Prepared and maintained storage facilities.
	1.2.2 Done piling up of woven textile products.
	1.2.3 Arranged woven textile product.
	1.2.4 Completed required output.
	1.2.5 Applied safety procedures.
	1.3 Performed record keeping.
	1.3.1 Prepared report on work process and progress.
	1.3.2 Accomplished forms.
	1.3.3 Recorded production yield.
	1.3.4 Done inventory activities.
	1.3.5 Completed required output.
	1.4 Conducted restoration activities.
	1.4.1 Cleaned and stored tools and equipment.
	1.4.2 Stored materials.
	1.4.3 Practiced waste management.
	1.4.4 Restored workplace.
	1.4.5 Completed required output.
	1.4.6 Applied safety practices.
2. Resource Implications	The following resources MUST be provided:
	2.1 Workplace location or simulated workplace
	2.2 Materials, Supplies, Tools and Equipment relevant to the unit of competency
	2.2.1 A range of yarns and threads
	2.2.2 A range of quality weaving tools and equipment
	2.3 Technical plans, drawings and specifications relevant to the activities
	2.4 Computer hardware and internet
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration/ observation with oral questioning
	3.2 Written exam
	3.3 Oral questioning
	3.4 Direct observation
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

SECTION 3 TRAINING ARRANGEMENTS

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

Nominal Training Duration: 37   Hours (Basic Competencies)
301   Hours (Common Competencies)
91   Hours (Core Competencies)
429   TOTAL HOURS

80   Supervised Industry Learning (SIL)

Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills of conducting pre-handloom weaving activities, performing upright loom weaving, and conducting post-weaving activities.

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.

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 • Locate needed information from the different sources of information	• 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

	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 general workplace 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 • 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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.3 Recommend solutions to problems	• Discuss standard operating procedures and documentation processes	• 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 • 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	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 Hour
	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	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 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
		• realization of limitations, likes/ dislikes; through showing of self-confidence • Demonstrate self-acceptance and being able to accept challenges			
	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. • Determine strengths and weaknesses	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 Hour
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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	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. • Standardized assessment of character strengths and virtues applied	1 Hour
	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	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				assessment of character strengths and virtues applied	

6. Present relevant information	6.1 Gather data/ information	• Lecture and discussion on:
		  - Organisational protocols
		  - Confidentiality and accuracy
		  - Business mathematics and statistics
		  - 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:
		  - Data analysis techniques/ procedures
		  - Organisational values, ethics and codes of conduct
		  - Trends and anomalies
		• Computing business mathematics and statistics
		• Application of data analysis techniques
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 Hours

	6.3 Record and present information	• Lecture and discussion on:
		  - Reporting requirements to a range of audiences
		  - 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 /	1 Hour

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

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 Study • Lecture/Discussion	• Case Study • Written Test • Interview	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Case studies on Cost consciousness in resource utilization			
	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
301 Hours

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

1. Enhance industry knowledge and skills	1.1 Source out information	• Discuss the following:
		  o Sources of industry information
		  o Industry procedure
		  o Documentation procedure
		  o Types and uses of documentation tools, materials, and equipment
		  o Capacity building on sourcing of information
		  o Safety measures
		  o Gender sensitivity
		  o Cultural sensitivity
		• Source out information
			• Lecture Discussion
			• Field visit
			• Demonstration
			• Video and power point presentation
			• Role playing
				• Question and answer
				• Oral and written exam
				• Demonstration
					12 hours

	1.2 Update industry knowledge	• Discuss the following:
		  o Use of sourced information
		  o Documentation
		  o Copyright procedures
		  o Indigenous knowledge system and practices (IKSP)
		  o Gender sensitivity
		  o Cultural sensitivity
		  o OSHS
		• Update industry knowledge
			• Lecture Discussion
			• Field visit
			• Demonstration
			• Video and power point presentation
				• Question and answer
				• Oral and written exam
				• Demonstration
					16 hours

	1.3 Prepare prototype	• Discuss the following:
		  o Prototyping
		  o Experimentation procedures
		  o Product improvement
		  o Quality checking
		  o OSHS
		• Prepare prototype
			• Lecture Discussion
			• Field visit
			• Demonstration
			• Power point presentation
				• Question and answer
				• Oral and written exam
				• Demonstration
					16 hours

2. Enhance creative and artistic skills and cultural awareness	2.1 Plan for the activities	• Discuss the following:
		  o Intervention procedures
		  o Cultural skills and practices
		  o Action plan
			• Lecture Discussion
			• Field visit
			• Demonstration
				• Question and answer
				• Oral and written exam
					24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Consultation procedures o Cultural authorities o Artistic skills group o Cultural mapping and profiling • Plan for the activities	• Power point presentation	• Demonstration	
	2.2 Conduct capacitation activity	• Discuss the following: o Types and procedures of capacitation strategies o Types of training and specialization o Administrative requirements o Preparation procedures o Community immersion procedures o Basic arithmetic operations o Determination of areas for improvement o Monitoring and evaluation procedures of learner • Conduct capacitation activity	• Lecture Discussion • Field visit • Demonstration • Power point presentation • Focused group discussion	• Question and answer • Oral and written exam • Demonstration	16 hours
	2.3 Conduct cultural awareness activity	• Discuss the following: o Acculturation o Types of cultural events o Coordination procedures o Responding to invitation o Types of promotional materials o Cultural promotion procedures o Cultural sensitivity • Conduct cultural awareness activity	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	16 hours
	2.4 Perform benchmarking	• Discuss the following: o Cultural skilled-shared knowledge o Cultural authorities o Cultural sensitivity o Different community practices o Facilitation o procedures o Types of cultural community	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	29 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Consultation and approval procedures o Best cultural practices o Documentation procedure • Perform benchmarking			
3. Observe procedures, specifications and manuals of instructions	3.1 Identify and access specification/ manuals	• Discuss the following: o Types of manuals used in plumbing o Identification of symbols used in the manuals • Identify and access specification/ manuals	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	8 hours
	3.2 Interpret manuals	• Discuss the following: o Types of manuals o Types of symbols used in manuals o Systems of measurements o Unit conversion • Interpret manuals	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours
	3.3 Apply information in manual	• Discuss the following: o Types of manuals o Types and application of symbols in manuals o Unit conversion • Apply information in manual	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours
	3.4 Store manuals	• Discuss the following: o Types of manuals o Manual storing and maintaining procedures • Store manuals	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	8 hours
4. Operate equipment	4.1 Plan and prepare for task	• Discuss the following: o Pre-production planning	• Lecture Discussion	• Question and answer	9 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	to be undertaken	o Duties and responsibilities o Work schedules o OSHS principles and responsibilities • Plan and prepare for task to be undertaken	• Field visit • Demonstration • Video and power point presentation • Role playing	• Oral and written exam • Demonstration	
	4.2 Use equipment	• Discuss the following: o Types and Uses of Equipment o Computer literacy o Related softwares o OSHS principles and responsibilities • Use equipment	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours
	4.3 Maintain equipment	• Discuss the following: o Maintenance procedures o OSHS principles and responsibilities o Safe & secure storage procedures • Maintain equipment	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours
5. Manage own performance	5.1 Perform planning activities	• Discuss the following: o Different tasks o Work plan o Budgetary requirements o Arithmetic operation o Geographical indicator (GI) o IPR o Coordination procedure o Simple bookkeeping • Perform planning activities	• Lecture Discussion • Demonstration • Power point presentation • Visual aids	• Question and answer • Oral and written exam • Demonstration	16 hours
	5.2 Maintain quality of performance	• Explain the following: o Indicators of appropriate performance for each area of responsibility o Steps for improving or maintaining performance	• Lecture Discussion • Demonstration • Visual aids • Role playing	• Question and answer • Oral and written exam • Demonstration	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Industry standards o IKSP o Community cultural authorities o Procedural checklist o Specifications from customers • Maintain quality of performance			
	5.3 Improve own work	• Explain the following: o Quality control o Work plan and schedules o Computation of work expenses o Customer feedback o Arithmetic operation o IKSP • Improve own work	• Lecture Discussion • Demonstration • Video and power point presentation • Visual aids • Role playing	• Question and answer • Oral and written exam • Demonstration	8 hours
6. Maintain a safe, clean, and efficient work environment	6.1 Comply with safety and health regulations	• Discuss the following: o Indigenous Knowledge System Practices (IKSP) on safety and health o Geographical location o Traditional PPEs o Industrial PPEs o Community procedures o Workplace emergencies o Addressing workplace emergencies o Setting-up and securing of work areas o Alternative work areas o 3Rs o 5S of Good Housekeeping o OSHS • Comply with safety and health regulations	• Lecture Discussion • Demonstration • Video and power point presentation • Visual aids	• Question and answer • Oral and written exam • Demonstration	16 hours
	6.2 Maintain work area	• Discuss the following: o Work Hazards Policies and Procedures	• Lecture Discussion • Demonstration	• Question and answer • Oral and written	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o OSHS policies and o procedures o Waste management o Authorities o Work schedule o Attributes of conducive working areas o 5S of good housekeeping o Environmental laws • Maintain work area	• Video and power point presentation	exam • Demonstration	
	6.3 Maintain tools, equipment, materials and other resources	• Discuss the following: o Storing tools and equipment o Checking for maintenance requirements o OSHS o Manufacturer's manual and industry practice o Maintenance of tools and equipment o Reporting tools and equipment for major repairs o IKSP o Cultural sensitivity o Different resources o Forecasting/ projection of resources o Monitoring guidelines • Check and maintain tools, equipment and resources	• Lecture Discussion • Demonstration • Power point presentation	• Question and answer • Oral and written exam • Demonstration	8 hours
7. Provide and maintain effective customer service	7.1. Maintain a good business image	• Discuss the following: o Interactive communication with o others o Interpersonal skills/ social graces with sincerity o Personal presence o Safety Practices o Maintain teamwork and	• Lecture Discussion • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		cooperation o 5S of Good housekeeping o Time management o IKSP o OSHS o 5Rs o Product orientation • Maintain good business image			
	7.2 Respond to customer needs	• Discuss the following: o Feedback mechanisms o Customer needs o Customer specifications o Preparation of prototype o Procedure in addressing customer needs • Respond to customer needs	• Lecture Discussion • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	8 hours
	7.3 Strengthen relations with customer	• Discuss the following: o Customer expectations o Customer satisfaction o Establishing good rapport with customer o Preparation of written contract o Quality Control o Procedure of repeat orders • Strengthen relations with customer	• Lecture Discussion • Demonstration • Video and power point presentation • FGD • Role playing • Visual aids	• Question and answer • Oral and written exam • Demonstration	8 hours
8. Observe quality system	8.1 Conduct final quality check on completed work/ orders	• Discuss the following: o Work planning and organization processes o Enterprise quality systems and procedures o Quality systems and application techniques in a work environment o Typical loss and damage control systems o Worksite information management systems	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		o Occupational health and safety regulations/ requirements • Conduct final quality check on completed work/ orders			
	8.2 Report on the quality of processes and work outcomes	• Discuss the following: o Work planning and organization processes o Enterprise quality systems and procedures o Quality systems and application techniques in a work environment o Typical loss and damage control systems o Worksite information management systems o Occupational health and safety regulations/ requirements • Report on the quality of processes and work outcomes	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours
	8.3 Implement improvements to work processes	• Discuss the following: o Work planning and organization processes o Enterprise quality systems and procedures o Quality systems and application techniques in a work environment o Typical loss and damage control systems o Worksite information management systems o Occupational health and safety regulations/ requirements • Implement improvements to work processes	• Lecture Discussion • Field visit • Demonstration • Video and power point presentation • Role playing	• Question and answer • Oral and written exam • Demonstration	9 hours

CORE COMPETENCIES
<u>91</u> Hours

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

1. Conduct pre-handloom weaving activities	1.1 Confirm job requirement	• Discuss the following:
		  o Basic weaving pattern
		  o Types of basic structure
		  o Calculation of needed materials
		  o Interpretation of design
		  o Product specifications
		  o Types of materials
		  o Color combination
		  o Communication skills
		  o Factors affecting productivity
		  o Productivity work measurements
		  o Ways of improving productivity
		  o Adherence to work requirements
		• Confirm job requirement
			• PowerPoint presentation
			• Lecture Discussion
			• Demonstration
			• Role playing
				• Written Examination
				• Demonstration
				• Oral Questioning
					(28 hrs)
					4 hrs

	1.2 Prepare tools and materials	• Discuss the following:
		  o Quality materials
		  o Types of tools and accessories
		  o Proper usage of tools
		  o OSHS
		  o Factors affecting productivity
		  o Productivity work measurements
		  o Ways of improving productivity
		  o Adherence to work requirements
		• Prepare tools and materials
			• PowerPoint presentation
			• Lecture Discussion
			• Demonstration
			• Video Presentation
				• Written Examination
				• Demonstration
				• Oral Questioning
					16 hrs

	1.3 Perform warping activities	• Discuss the following:
		  o Warping procedure
		  o Loom dressing procedures
		  o OSHS
		  o Reliable sources of materials
		  o Warping problems
		  o Application of corrective actions
		  o Factors affecting productivity
		  o Productivity work measurements
			• PowerPoint presentation
			• Lecture Discussion
			• Demonstration
			• Video Presentation
			• Pictures and Illustration
				• Written Examination
				• Demonstration
				• Oral Questioning
					8 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		o Ways of improving productivity o Adherence to work requirements • Perform warping activities			
2. Perform upright loom weaving	2.1 Prepare loom weaving machine and workplace	• Discuss the following: o Systems of measurements o Unit conversion o Standard operating procedures prior to weaving o OSHS principles and responsibilities o Loom Parts and its functions o Adjustment procedures o Loom defects o Minor troubleshooting and repair of handloom o Factors affecting productivity o Productivity work measurements o Ways of improving productivity o Adherence to work requirements • Prepare loom weaving machine and workplace	• PowerPoint presentation • Lecture Discussion • Demonstration • Video presentation	• Written Examination • Demonstration • Oral Questioning	**(48 hrs)** **16 hrs**
	2.2 Weave textile	• Discuss the following: o Standard operating procedures for hand loom weaving o Quality criteria for handwoven textiles is implemented o On-the-loom weaving corrective techniques o OSHS principles and responsibilities are followed while weaving o Factors affecting productivity o Productivity work measurements o Ways of improving productivity o Adherence to work requirements • Weave textile	• PowerPoint presentation • Lecture Discussion • Demonstration • Video presentation • Illustration and pictures	• Written Examination • Demonstration • Oral Questioning	**24 hrs**
	2.3 Complete upright loom	• Discuss the following: o Standard operating procedures for	• PowerPoint presentation	• Written Examination	**8 hrs**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	weaving	finishing handwoven textiles o Factors affecting productivity o Productivity work measurements o Ways of improving productivity o Adherence to work requirements • Complete upright loom weaving	• Lecture Discussion • Demonstration • Illustration and pictures • Video presentation	• Demonstration • Oral Questioning	

3. Conduct post-weaving activities	3.1 Package and label woven textile products	• Discuss the following:
		o Types of packaging tools and materials
		o Packing procedures
		o Label Information
		  - Product specification
		    ▪ Materials used
		    ▪ Size
		    ▪ Company Name
		  - Care instructions
		  - Storyline
		    ▪ Weaver's name
		    ▪ Origin of the material
		    ▪ Advocacies
		o Labeling Procedures
		o OSHS
		o Factors affecting productivity
		o Productivity work measurements
		o Ways of improving productivity
		o Adherence to work requirements
		• Package and label woven textile products
			• PowerPoint presentation
			• Lecture Discussion
			• Demonstration
			• Video presentation
			• Illustration and pictures
				• Written Examination
				• Demonstration
				• Oral Questioning
					(15 hrs)
					6 hrs

	3.2 Store woven textile products	• Discuss the following: o Preparation and maintenance of storage facilities o Storing and preservation of woven textile products procedures o Piling procedures o OSHS o Factors affecting productivity o Productivity work measurements	• PowerPoint presentation • Lecture Discussion • Demonstration • Video presentation • Illustration and	• Written Examination • Demonstration • Oral Questioning	**4 hrs**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		o Ways of improving productivity o Adherence to work requirements • Store woven textile products	pictures		
	3.3 Perform record keeping	• Discuss the following: o Report preparation on work process and work progress o Types and parts of forms o Record keeping o Inventory activities o Computation of production yield o Factors affecting productivity o Productivity work measurements o Ways of improving productivity o Adherence to work requirements • Perform record keeping	• PowerPoint presentation • Lecture Discussion • Demonstration • Video presentation • Illustration and pictures	• Written Examination • Demonstration • Oral Questioning	**3 hrs**
	3.4 Conduct restoration activities	• Discuss the following: o Cleaning and storage of tools and equipment o 5S of Good Housekeeping o Storage of materials o Waste management o Environmental regulations o Workplace restoration o OSHS o Factors affecting productivity o Productivity work measurements o Ways of improving productivity o Adherence to work requirements • Conduct restoration activities	• PowerPoint presentation • Lecture Discussion • Demonstration • Video presentation • Illustration and pictures	• Written Examination • Demonstration • Oral Questioning	**2 hrs**

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

   a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
   b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
   c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
   d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
   e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
   f. Training program allows for recognition of prior learning (RPL) or current competencies;
   g. Training completion is based on satisfactory performance of all specified competencies.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

   ### 2.1 School/Institution- Based:

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

   - Distance learning is a 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 Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- 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** – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable 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 – short term program 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 gain entry into this proram must possess the following requirements:

- Basic communication skills; and
- Basic arithmetic skills.

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

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

HANDLOOM WEAVING NC II

Recommended list of tools, equipment and materials for the training of 25 trainees for Handloom Weaving 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.

A. FULL QUALIFICATION

TOOLS	
QTY	**DESCRIPTION**
26 pcs	Tape measure
26 pcs	Calculator
26 pcs	Ruler
52 pcs	Shuttles
52 pcs	Bobbins
6 pcs	Warping wheel/ frame
26 pcs	Pair of scissors
26 pcs	Needles
26 pcs	Dressmaker pins
26 pcs	Tape measure
26 pcs	Marking pen
26 pcs	Record book
26 pcs	Weaving hook
26 pcs	Reed
52 pcs	Dowels
6 pcs	Cutter
6 pcs	Glue gun

EQUIPMENT	
QTY	**DESCRIPTION**
2 unit	Storage cabinet
26 units	Upright loom

2 pcs	Bobbin winder
6 pcs	Warping device
26 pcs	Cloth rod
18,200 pcs	Heedless
52 pcs	Dowels
52 pcs	Lease sticks
26 pcs	Warp rods
1 unit	Display cabinet
1 unit	Storage cabinet with glass casing

EQUIPMENT	
QTY	**DESCRIPTION**
26 pcs	Pen
26 pcs	Notebook
100 pcs of cones (3000m/ cone per trainee)	Cotton (scarf 180cmX50.5cm)
100 pcs of cones (3000m/ cone/ trainee)	Polyester (scarf 180cmX50.5cm)
250 ml	Lubricant
6 pcs	Steel bush
3 pcs	Brush with natural bristles
3 pcs	Broom stick
5 pcs	Brooms
1 pc	Recycling bin
1 pc	Trash can
2 pcs	Catch-all bins/basket
3 pcs	Dust pan
1 roll	Garbage bag
26 pcs	Box
26 pcs	Product sleeves
26 pcs	Native packaging materials
6 pcs	Lint roller
26 pcs	Lint roller refill
	Tensioner (paper/ bamboo slats / wooden slats)
26 pcs	Glue stick (big)
5 rolls	Packaging tape
5 rolls	Double sided tape
1 pack	Cellophane (12" X 14")
26 pcs	Kraft Box (8.5" X 11")
1 roll	Bubble wrap
32 pcs	Sticker labels
32 pcs	Hang tags
26 pcs	Rags
500 ml	Metal polisher cream
	Native packaging materials (optional)
26 m	Abaca
26 m	Buri

EQUIPMENT	
QTY	DESCRIPTION
26 m	Jusi
	PPEs
26 pcs	Face mask
26 pcs	Lab gown
26 pcs	Gloves

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/companies.

B.   PER COC

COC 1 - PRE-HANDLOOM WEAVING ACTIVITIES

TOOLS	
QTY	DESCRIPTION
26 pcs	Tape measure
26 pcs	Calculator
26 pcs	Ruler

EQUIPMENT	
QTY	DESCRIPTION
2 unit	Storage cabinet

MATERIALS	
QTY	DESCRIPTION
26 pcs	Pen
26 pcs	Notebook
	PPEs
26 pcs	Face mask
26 pcs	Lab gown
26 pcs	Closed shoes

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/companies.

COC 2 - PERFORM UPRIGHT LOOM WEAVING

TOOLS	
QTY	DESCRIPTION
52 pcs	Shuttles
52 pcs	Bobbins
6 pcs	Warping wheel/ frame
26 pcs	Pair of scissors
26 pcs	Needles
26 pcs	Dressmaker pins
26 pcs	Ruler

TOOLS	
QTY	**DESCRIPTION**
26 pcs	Tape measure
26 pcs	Marking pen
26 pcs	Record book
26 pcs	Weaving hook
26 pcs	Reed
52 pcs	Dowels

EQUIPMENT	
QTY	**DESCRIPTION**
6 units	Upright loom
2 pcs	Bobbin winder
6 pcs	Warping device
26 pcs	Cloth rod
18,200 pcs	Heedless
52 pcs	Dowels
52 pcs	Lease sticks
26 pcs	Warp rods
2 unit	Storage cabinet

MATERIALS	
QTY	**DESCRIPTION**
100 pcs of cones (3000m/ cone per trainee)	Cotton (scarf 180cmX50.5cm)
100 pcs of cones (3000m/ cone/ trainee)	Polyester (scarf 180cmX50.5cm)
250 ml	Lubricant
6 pcs	Steel bush
25 pcs	Cloth rags
3 pcs	Brush with natural bristles
3 pcs	Broom stick
1 pc	Recycling bin
1 pc	Trash can
3 pcs	Dust pan
26 pcs	Label
26 pcs	Hang tags
26 pcs	Cellophane
26 pcs	Box
26 pcs	Product sleeves
26 pcs	Bubble wrap
26 pcs	Native packaging materials
6 pcs	Lint roller
26 pcs	Lint roller refill
	Tensioner (paper/ bamboo slats / wooden slats)

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/companies.

COC 3 – CONDUCT POST-WEAVING ACTVITIES

TOOLS	
QTY	**DESCRIPTION**
6 pcs	Pair of scissors
6 pcs	Cutter
6 pcs	Glue gun

EQUIPMENT	
QTY	**DESCRIPTION**
1 unit	Display cabinet
1 unit	Storage cabinet with glass casing

MATERIALS	
QTY	**DESCRIPTION**
26 pcs	Glue stick (big)
5 rolls	Packaging tape
5 rolls	Double sided tape
1 pack	Cellophane (12" X 14")
26 pcs	Kraft Box (8.5" X 11")
1 roll	Bubble wrap
32 pcs	Sticker labels
32 pcs	Hang tags
	Native packaging materials (optional)
26 m	Abaca
26 m	Buri
26 m	Jusi
26 pcs	Note book
26 pcs	Pen
5 pcs	Brooms
2 pcs	Dust pan
1 roll	Garbage bag
2 pcs	Garbage bin
26 pcs	Rags
500 ml	Metal polisher cream
5 pcs	Steel brush
2 pcs	Catch-all bins/basket
	PPEs
26 pcs	Face mask
26 pcs	Lab gown
26 pcs	Gloves

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/companies.

3.5   TRAINING FACILITIES

HANDLOOM WEAVING NC II

The size of the handloom weaving workshop must be suited on the requirements of the competencies. The class size of 25 students/trainees is reserved for the teaching/learning and circulation areas as follows:

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
A. Building (permanent)			**152.20**
• Student/Trainee Lecture Area	2.00 x 2.00 per student/ trainee	4.00 per student	100.00
• Learning Resource Center	4.00 x 5.00	20.00	20.00
• Activity Room			32.20
- Wash room	2X1	2.00	
- Store room	4X4	16.00	

- Rest room
    Male
    Female
    PWD
	
	3.7
	5.2
	5.3
		14.20	

B. Workshop Area			**200.00**
• Upright Loom Weaving Area			
Total			**352.20**

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

3.6   TRAINER'S QUALIFICATIONS FOR CREATIVE SECTOR

Trainers who will deliver the training on Handloom Weaving (Upright) NC II should have the following:

- Must be a holder of NTTC I (NC + TM1) in Handloom Weaving (Upright) NC II; and
- Must have at least 2 years' job/industry experience

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   ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

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

4.1   NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1   To attain the Full National Qualification of **Handloom Weaving (Upright) NC II** the candidate must demonstrate competence all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2   The Qualification of **HANDLOOM WEAVING (UPRIGHT) NC II** may be acquired through the accumulation of Certificates of Competency (COCs) in the following units of competencies:

COC 1 - Conduct pre-handloom weaving activities
COC 2 - Perform upright loom weaving
COC 3 - Conduct post- weaving activities

4.1.3   Certificates of Competency (COCs) shall be issued to candidates who have been assessed as competent in any of the above COCs (COC 1, COC 2, COC 3). Upon accumulation and submission of all the COCs acquired, an individual shall be issued the corresponding National Certificate for the Handloom Weaving (Upright) NC II.

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

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

a.   Graduates or graduating students/trainees of WTR-registered program, graduates of NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to Handloom weaving (Upright).

b.   Workers with at least 6 months apprenticeship or work experience in Handloom weaving (Upright) or related field (wage employed or self-employed).

4.1.6   Recognition of Prior Learning (RPL).   Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency

4.1.7   The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:

a. entry requirements for candidates
b. evidence gathering methods
c. qualification requirements of competency assessors
    - Must be a holder of NTTC I (NC + TM1) in Handloom Weaving (Upright) NC II
    - Must have at least 2 years' job/industry experience

d. specific assessment and certification arrangements as by industry.

4.2 COMPETENCY ASSESSMENT REQUISITE

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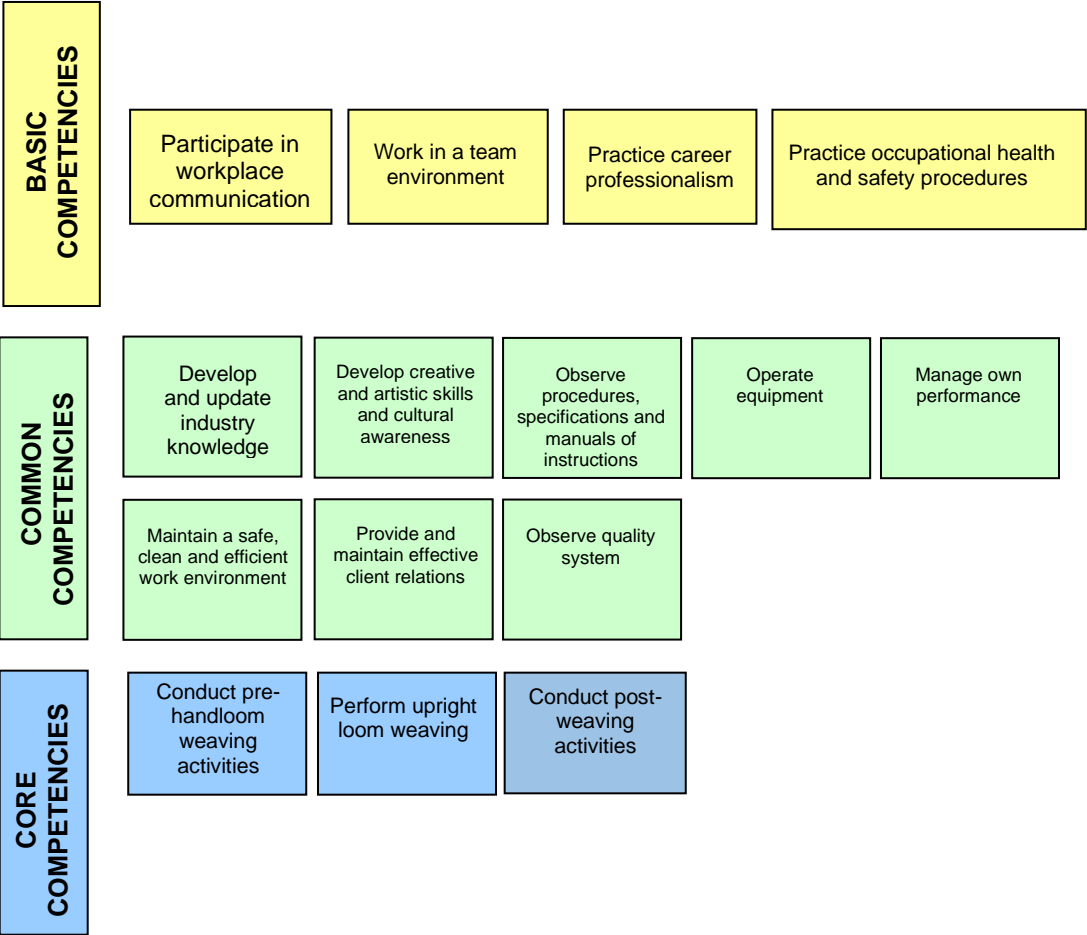
This document can:

a. Identify the candidate's skills and knowledge
b. Highlight gaps in candidate's skills and knowledge
c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

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

Supermarket of Competencies
CREATIVE Sector

BASIC COMPETENCIES

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

COMMON COMPETENCIES

| Develop and update industry knowledge | Develop creative and artistic skills and cultural awareness | Observe procedures, specifications and manuals of instructions | Operate equipment | Manage own performance |

| Maintain a safe, clean and efficient work environment | Provide and maintain effective client relations | Observe quality system |

CORE COMPETENCIES

| Conduct pre-handloom weaving activities | Perform upright loom weaving | Conduct post-weaving activities |

GLOSSARY OF TERMS

1.	**APRON**	Is a canvas attached to the warp ends to start weaving
2.	**APRONING**	Is a process of typing the warp ends to the apron cloth that is attached to the cloth beam which start weaving process.
3.	**BACK BEAM**	Located above the warp beam. The warp beam passes over this firm support to maintain its tension. A corresponding surface called the breast beam, can be found at the upper front of the loom.
		Also known as *sambayunan*.
4.	**BEAMING**	Is to wind the warp onto the warp beam. The layers of warp are usually separated with heavy paper or warping sticks.
5.	**BEATER**	A frame attached to the loom near the cloth beam to hold the reed to beat the weft. It consists of a frame where the reed is inserted. The frame's top is removable to allow the easy installation of different sizes of the reed. When the appropriate reed is in place, the beater is used to press the weft perpendicularly against the warp and as weaving progress against the warp and as weaving progresses against the woven cloth. Beaters may either swing from a bar laid crosswise over the loom or from the side beam at the part of the loom.
6.	**BEATING / JERK**	Means filling the thread to give firmness on the fabric.
7.	**BOBBIN**	Is a fabricated thread / yarn holder made of straw or bamboo where strands of fiber are winded to form the weft.
		Also known as *talinyas (Aklan), kalinyas (Ilocos)*.
8.	**CLOTH BEAM / LIKISAN**	Holds the web or the woven fabric that can be found in the lower front of the loom. It is a beam directly below the breast beam. The newly woven cloth is wound and stored here.
9.	**COUNTERBALANCE LOOM**	Are quiet and have a faster and softer treadling (requiring less weight) than jack-type looms.
10.	**CROSS STICK**	Is a guide stick inserted to cross on the warp.
		Also known as *salidsiran (Aklan), runo (Ilocos)*.
11.	**HEDDLES**	Is a cord with an eye. It carries the ends of the cord to the harness. Fabricated thru the use of strings, flat metal or iron. They have end loops where the harnesses and heddle bars are inserted in the central eye where the warp is threaded according to the draft or design plan. Heddles lift the individual warp thread during the weaving process so that the desired pattern may merge.
12.	**HEAD ROLLER**	Refers to the round bar placed crosswise at the top of the loom and to the parallel bar below it. These roller support the ropes which keep the hanging in place.
		Also known as *ligid-ligid (Aklan)*.
13.	**HEDDLE BARS**	These are narrow horizontal bars lie below the roller and are much shorter so they they can be raised or lowered by pressing the loom's treadles to create a shed or opening on the

warp. Heddle bars come in pairs.The upper bars are tied to the rollers which the lower bars are attached to the foot treadles with the heddles suspended between the bars. The set of harness per loom can range from two to as much as 24. Two-harness looms are so called because they have only two set of harnesses. In some looms, pairs of heddle frames, instead of bars are used to contain the heddles

14. **IN-LAID STICKS / BALILA**	Is a flat wood measured 2.5" in x 0.25" in thickness. The length depends on the width of the cloth. It aids the weaver in creating designs on the woven cloth. Also known as *balila (Aklan)*.
15. **LEASE STICKS**	Are sticks that come with a loom. They usually match the loom width. Lease sticks can be used during the warping process to hold the cross
16. **REED / SUYOD**	It is tool made of very fine vertical equidistant metal strips enclosed with in a metal frame. Keep the warp threads neatly parallell & evenly spaced. During the weaving process, the reed beats the weft into place. Reeds are available in different densities. The densities are determined by the number of dents per inch. Although the finished web or cloth cannot exceed the width of the reed, the fineness or coarness of a fabric is partly affected by the size of the reed used and how it is threaded. Also known as *suyod (Tagalog)*.
17. **SET-UP**	Process of something ready to be used
18. **SHUTTLE**	Is a boat-like piece of wood which carries the bobbin with knotted fiber and is being thrown back and forth to form the desired cloth. Also known as *sikuan (Aklan), bartilya (Ilocos)*.
19. **SLEYING**	Passing the warp through reed.
20. **SPINDLE**	A steel, wire, or coconut midrib stick (kugong) to secure the bobbin inside the shuttle. Several bobbins are prepared so that weaving may be done continuosly.
21. **SPOOL / SKEIN HOLDER**	Used to substitute a thread spreader when one is dealing with lesser quantities of thread. It is wooden block with vertical pegs projecting from surface. Each cone or skein of thread to be used is placed around a peg. An extra peg, longer than the others, is placed at one end of the block and a screw eye is embedded in it.
22. **TREADLE / PEDALS**	It can be made of bamboo tied up to the harness so that the treadle will move up and down to inter-twine with the warp floor loom are operated by foot treadles or pedals attached to the harnesses this action creates a shed through which the weft is drawn. Being foot controlled the weaver hands can throw and catch" the weft-filled unhindered. The number of treadles on a loom will depend on the number of sent ie-, a 2 harness loo will have 2 treadles. Also known as *siknan*.
23. **WARPING WHEEL/ FRAME**	Is a warping equipment used in preliminary process in weaving.

24. WARP-OUT	Excess warp.	
25. WARP BEAM	It is the beam or bar at the lower back of the loom where the unwoven warp threads are stored. It is periodically rotated so that the warp may advance during the weaving process. A corresponding beam, called the cloth beam, can be found at the lower front of the loom, which in turn, holds the web or woven fabric.	
26. WARPING	It is the process of winding necessary warp threads to the warping frame.	
27. WEAVING HOOK	Looks like a flattened bamboo or steel similar to broader version of the crochet hook. It is available in different forms and sizes. It is used to draw the warp threads through the reed.	
	Also known as sleying hook or denting hook.	

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THE TECHNICAL AND INDUSTRY EXPERT AND REVIEW PANEL

MS. JOSEFA L. GARLITOS
Technical Expert
DOST-PTRI
MS. ANNA INDIA DELA CRUZ – LEGASPI
Technical Expert
Heritage Arts and Crafts

MS. ALICE A. PAÑARES
Technical Expert
DepEd /NCCA
MS. MARY JOANNE O. LESACA
Technical Expert
Freelancer
(Previously DOST – PTRI)

The PARTICIPANTS in the Validation of this Training Regulations

MR. LUIS A. AGAID JR.
Namaradar Indigo Natural dye Producers
Cooperatiive
Namarabar,Penarrubia, Abra
MS. LUCILA D. AMANCIO
Balikatan Pamayanan ng Inaon Multipurpose
Coopertative
Sampaguita St., Inaon, Pulilan, Bulacan
MS. JENITA B. EKO
LASIWWAI
Klubi, Lake Sebu, South Cotabato

MS. JANNETH T. EMPINADO
Abai Weaver's Multipurpose Cooperative
Diamond GK VIII, Kibaghot, Laguindingan,
Misamis Oriental
MS. JELLY M. ESCARLOTE
LASIWWAI
Klubi, Lake Sebu,South Cotabato
MR. ARTHUR D. GULILI
Kalyak Blaan Care Group
Purok 4 amgu-o Landan, Polomolok, South
Cotabato
MS. ROSARIO U. MANIACUP
Balikatang Pamayanan ng Inaon
Multipurpose Cooperative
Sampaguita St., Inaon, Pulilan, Bulacan

MS. ROSANNA G. MOSO
Kalyak Blaan Care Group
Purok 4 Amgu-o Landon, Polomolok, South
Cotabato

MS. LETICIA R. OBANDO
San Jose MPC
San Jose Sarrat, Ilocos Norte

MS. TERESITA D. OBINGAYA
Namarabar Indigo Natural Dye Producers
Cooperative
Namarrabar Penarrubia, Abra
MS. BERNADETH T. OFONG
Kenhulung, Handicrafts, FED. Inc.
Lamkanidang, Lamdalag, Lake Sebu, South
Cotabato
MS. MARY G. PANUELA
Salngan livelihood Multipurpose Cooperative
Brgy. Salngan Oton, Iloilo

MS. AIDA C. SEVILLON
Salngan Livelihood Mutipurpose Cooperative
Salngan Oton, Iloilo
MS. ERMELYN A. TARIGA
San Jose Multipurpose Cooperative
San Jose, Sarrat, Ilocos Norte

MS. CHRISTINE T. UBAGAN
Abai Weavers Multipurpose Cooperative
(AWMC)
Diamond GK Village Kibanghot,Laguna,
Misamis Oriental

The Members of the TESDA Board and Secretariat

The MANAGEMENT and STAFF of the TESDA Secretariat

- Qualification and Standards Office

- Competency Standards Development Division
  - **MS. BERNADETTE S. AUDIJE**
  - **MS. CHERRY L. TORALDE**
  - **MS. MELCHRIS A. ATIS**

- Competency Programs and Standards Development Division
  - **MS. FORTUNATA L. BACO**
  - **MS. BARBARA JANE B. REYES**

Training Regulation are available in both printed and electronic copies for more information, please contact:
Technical Education and Skills Development Authority (TESDA)
Tele Fax No.: 818-7728
or visit our website: www.tesda.gov.ph