

# TRAINING REGULATIONS



## TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)

**TVET SECTOR**

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

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## TRAINING REGULATIONS FOR TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)

### Section 1 IN-COMPANY TRAINER METHODOLOGY LEVEL I (IN-COMPANY TRAINER) QUALIFICATION

The **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)** Qualification consists of competencies that a person must achieve to perform the duties and responsibilities of In-Company Training in the implementation of various work-based training delivery mode, such as DTS, dualized, and apprenticeship.

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

The units of competency comprising this qualification includes the following:

Code	BASIC COMPETENCIES
500311109	Lead workplace communication
500232101	Apply math and science principles in technical training
500232102	Apply environmental principles and advocate conservation
500232103	Utilize IT applications in technical training
500311110	Lead small teams
500232104	Apply work ethics, values and quality principles
500232105	Work effectively in vocational education and training
500232106	Foster and promote a learning culture
500232107	Ensure healthy and safe learning environment
500232108	Maintain and enhance professional practice
500232109	Develop and promote appreciation for cost-benefits of technical training
500232110	Develop and promote understanding of global labor markets
Code	CORE COMPETENCIES
TVT232314	Perform job analysis
TVT232315	Prepare for training
TVT232316	Conduct training
TVT232317	Conduct end-of-training assessment

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

- In-Company trainer
- Training officer
- Industry trainer
- Training and development officer
- Workplace trainer
- Technology specialist

## SECTION 2 COMPETENCY STANDARDS

These guidelines are set to provide the Technical Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)**.

### BASIC COMPETENCY

**Unit of Competency** : **LEAD WORKPLACE COMMUNICATION**

**Unit Code** : **500311109**

**Unit descriptor** : This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

**Context of this unit** : This unit is adopted from the basic competencies for National Certificate Level III. In the context of the Trainers Methodology (TM), the term “*workplace*” in this unit would be understood to mean “*training/learning environment.*”

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Communicate information about workplace processes	1.1 Appropriate <b>communication method</b> is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations	1.1 Organization requirements for written and electronic communication methods 1.2 Effective verbal communication methods 1.2.1 Non-verbal gestures 1.2.2 Face to face 1.2.3 Speaking to groups 1.2.4 Using telephone 1.2.5 Written 1.2.6 Internet	1.1 Organize information 1.2 Convey intended meaning 1.3 Participate in variety of workplace discussions 1.4 Comply with organization requirements for the use of written and electronic communication methods

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated	2.1 Facilitating workplace discussion 2.2 Action planning in the workplace 2.3 Managing workplace dynamics	2.1 Communication skills required for leading teams 2.2 Informal performance counseling skills 2.3 Team building skills 2.4 Negotiating skills
3. Communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise	3.1 Defining performance gaps 3.2 Identifying causes of performance gaps 3.3 Gathering quantitative and qualitative data 3.4 Consultation strategies 3.5 Solutions screening and selection	3.1 Communication skills required for leading teams 3.2 Performance counseling skills 3.3 Team building skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include: 1.1 Non-verbal gestures 1.2 Verbal 1.3 Face to face 1.4 Two-way radio 1.5 Speaking to groups 1.6 Using telephone 1.7 Written 1.8 Internet

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation 3.2 Interview
4. Context of Assessment	4.1 Competency must be assessed on actual job or accredited assessment center 4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines

**Unit of Competency : APPLY MATH AND SCIENCE PRINCIPLES IN TECHNICAL TRAINING**

**Unit Code : 500232101**

**Unit descriptor :** This unit covers the outcomes required to integrate math and science concepts in the content and delivery of technical training programs and to motivate trainees in learning and applying such concepts in the workplace.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Identify math and science manifestations in the course content and the workplace	1.1 Course content and learning outcomes are reviewed and studied for math and science content 1.2 Situations in the workplace and in everyday life are related to the course or program are identified for inclusion or mention in the training 1.3 <b>Training aids</b> , lesson plans or session notes are prepared, adopted or customized incorporating or highlighting applications of math and science principles	1.1 Knowledge on training aids: 1.1.1 Curriculum/modules 1.1.2 Learning materials/activities <ul style="list-style-type: none"> <li>• Self-paced materials</li> <li>• Job sheets</li> <li>• Related theory</li> </ul> 1.1.3 Audio-visual aids <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> </ul> 1.1.4 Interactive video 1.1.5 Computer-based training materials	1.1 numeracy skills needed in the workplace 1.2 technology skills to use software associated with numeracy skills
2. Relate math and science concepts to common and workplace situations	2.1 Practical applications of math and science related to the desired learning outcomes are incorporated, explained and stressed during the training 2.2 Trainees are aided and encouraged to identify and apply math and	2.1 Basic arithmetic (four fundamental operations) 2.2 Elementary algebra 2.3 Basic science 2.4 General science 2.5 Natural sciences	2.1 Communication skills 2.2 Training development and management skills 2.3 Observing safety and health

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>science concepts in their work and everyday life</p> <p>2.3 Class examples/ cases, exercises, and assignments are given for trainees to explore and reflect on the applications/ manifestations of math and science along the course content</p>	<p>2.6 Physical and biological sciences</p> <p>2.7 Social sciences</p> <p>2.8 Basic training methodology</p>	<p>requirements in the classroom, laboratory and workshop</p> <p>2.4 Instructional skills</p>
<p>3. Assess trainees' internalization of math and science concepts</p>	<p>3.1 Trainees' retention of basic math and science concepts are reviewed to identify areas needing further intervention</p> <p>3.2 Trainees' appreciation of math and science principles along the trade area or subject matter is determined using applicable <b>assessment methodology</b>.</p> <p>3.3 Simple mathematical and scientific <b>models/ representations</b> are discussed to aid in the understanding and application of principles and theories using language, style and format that are readily understood</p> <p>3.4 Poorly-understood areas of math and science relevant to the course are given extra attention and explained in user-friendly terms in accordance with trainees' interests and <b>learning styles</b>.</p>	<p>3.1 Assessment methodology:</p> <p>3.1.1 Projects</p> <p>3.1.2 Case problems</p> <p>3.1.3 Written tests</p> <p>3.1.4 Oral questioning</p> <p>3.1.5 Interviews</p> <p>3.2 Models/ Representations:</p> <p>3.2.1 Simple quantitative models</p> <p>3.2.2 Mathematical formulas using elementary algebra</p> <p>3.2.3 Constants and variables</p> <p>3.2.4 Functions and relations</p> <p>3.3 Basic laws and principles in science</p> <p>3.4 Graphs and diagrams</p> <p>3.5 Charts and flowcharts</p> <p>3.6 Learning Styles</p>	<p>3.1 Communication skills</p> <p>3.2 Observing safety and health requirements in the classroom, laboratory and workshop</p> <p>3.3 Instructional skills</p>



ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
4. Introduce further enhancements	<p>4.1 Personal knowledge, experiences and observations of self and others in the area Of math and science applications are cited and incorporated in the lessons and lecture-discussions</p> <p>4.2 Results of application of math and science concepts are evaluated and documented for replication and enhancement</p> <p>4.3 Logical, systematic and scientific thinking and methods are introduced and developed for trainees to assimilate and apply in their own work and study</p> <p>4.4 <b>Contextual and experiential learning</b> methods are utilized to aid in appreciation of math and science concepts.</p>	<p>4.1 Methods evaluation of self and others</p> <p>4.2 Citation and incorporation of personal knowledge, experiences and observations on math and science</p> <p>4.3 Evaluation and documentation of results of application of math and science</p> <p>4.4 Replication and enhancement of application of math and science concepts</p> <p>4.5 Introduction and development of logical, systematic and scientific thinking and methods</p> <p>4.6 Contextual and experiential learning</p>	<p>4.1 Citing and incorporation personal knowledge, experiences and observations of self and others</p> <p>4.2 Evaluating and documenting results of application of math and science.</p> <p>4.3 Introducing and developing logical, systematic and scientific thinking and methods.</p> <p>4.4 Utilizing contextual and experiential learning.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Training aids	May include: 1.1 Curriculum/modules 1.2 Learning materials/activities 1.2.1 Self-paced materials 1.2.2 Job sheets 1.2.3 Related theory 1.3 Audio-visual aids 1.3.1 Charts 1.3.2 Graphs 1.3.2 Diagrams 1.4 Interactive video 1.5 Computer-based training materials
2. Assessment methodology	May include: 2.1 Projects 2.2 Case problems 2.3 Written tests 2.4 Oral questioning 2.5 Interviews
3. Models/representations	May include: 3.1 Simple quantitative models 3.1.1 mathematical formulas using elementary algebra 3.1.2 constants and variables 3.1.3 functions and relations 3.2 Basic laws and principles 3.2.1 Ohm's law 3.2.2 Newton's laws of motion 3.2.3 Boyle's law 3.3 Graphs and diagrams 3.3.1 Charts and flowcharts 3.3.2 Characteristic curves 3.3.3 Refrigeration cycle 3.3.4 Schematic/block diagrams 3.3.5 Free-body diagrams
4. Learning styles	May include: 4.1 Kolb-model styles 4.1.1 Converger 4.1.2 Diverger 4.1.3 Assimilator 4.1.4 Accommodator 4.2 Honey-Mumford model styles 4.2.1 Activist 4.2.2 Reflector 4.2.3 Theorist 4.2.4 Pragmatist 4.3 Fleming-model styles 4.3.1 Visual learners 4.3.2 Auditory learners 4.3.3 Reading/writing-preference learners 4.3.4 Kinesthetic/tactile learners

<b>VARIABLE</b>	<b>RANGE</b>
5. Contextual and experiential learning methods	May include: 5.1 Case studies and problems 5.2 Project-based instruction 5.3 Field trips 5.4 Company visits 5.5 Interviews 5.6 Institutional attachments/immersion 5.7 Community service

## **EVIDENCE GUIDE**

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated understanding of basic math and science concepts relevant to the competency or qualification 1.2 Demonstrated ability to apply math and science principles to the competency or tasks being performed 1.3 Demonstrated ability to integrate and contextualize math and science concepts in the design and delivery of technical training
2. Resource Implications	The following resources should be provided: 2.1 Access to math and science lab or similar workshop 2.2 Access to real or simulated work area 2.3 Case problems in math and science applications
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Observation or demonstration with oral questioning 3.2 Written exam 3.3 Case problems 3.4 Interview 3.5 Portfolio 3.6 Third-party report
4. Context of Assessment	4.1 Competency must be assessed on actual job or accredited assessment center 4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines

**Unit of Competency : APPLY ENVIRONMENTAL PRINCIPLES AND ADVOCATE CONSERVATION**

**Unit Code : 500232102**

**Unit descriptor :** This unit covers the knowledge, skills and attitudes required to apply/adopt environmental principles and advocate conservation in diverse technical-vocational training environments, including observing and contributing to positive environment work practices. This covers the following: environmental work practices, contributing to improvements of environmental practices, and reporting potential environmental threats.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Follow environmental workplace practices	1.1 <b>Workplace practices and work instructions</b> relating to potential environmental impacts are recognized and followed, and clarification is sought where necessary. 1.2 Relevant <b>legislation, codes and national standards</b> that impact on workplace environmental practices are recognized and followed. 1.3 Changes to work practices and procedures are responded to positively and promptly in accordance with organizational requirements. 1.4 Individual roles/responsibilities are determined and performed based on the program/ activities identified	<b>Practices and work instructions:</b> 1.1 Environmental hazard identification and risk analysis 1.2 Avoiding or minimizing environmental risks, 1.3 Improving environmental performance, 1.4 Waste minimization and segregation, 1.5 Environmental monitoring, 1.6 Signs and labels (e.g., chemical labels), 1.7 Emergency procedures, 1.8 Hazard and incident recording and reporting procedures 1.9 Environmental data recording and reporting procedures where applicable. 1.10 Verbal instructions from persons with responsibility related	1.1 Performing research and analysis 1.2 Reading / interpreting data and information 1.3 Problem solving 1.4 Communicate with supervisors and workplace colleagues 1.5 Recognize basic environmental hazards and threats 1.6 Follow workplace directions and instructions 1.7 Keep simple records.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		<p>to environmental work practices.</p> <p>1.11 Legislation, codes, national and international standards</p> <p>1.12 Paris Agreement on Climate Change</p> <p>1.13 Philippine Clean-Air Act of 1999 (RA 8749)</p> <p>1.14 Philippine Clean-Water Act of 2004 (RA 9275)</p> <p>1.15 Ecological Solid Waste Management Act of 2000 (RA 9003)</p> <p>1.16 Montreal Protocol</p> <p>1.17 Kyoto Protocol</p> <p>1.18 Environmental Awareness and Education Act of 2008 (RA 9512)</p> <p>1.19 Philippine Climate-Change Act of 2009 (RA 9729)</p> <p>1.20 Codes of Practice relating to environment-critical jobs</p>	
2. Contribute to improve environmental work practices	<p>2.1 <b>Suggestions</b> are made to <b>designated personnel</b> for improvements to workplace practices where possible.</p> <p>2.2 Information is gathered and improvements are suggested to support the development of improved <b>workplace approaches to environmental practices</b>.</p> <p>2.3 <b>Environmental issues</b> and their</p>	<p>2.1 Strategies and approaches concerning the ff.:</p> <p>2.1.1 Minimize hazards and risks,</p> <p>2.1.2 Reduce and dispose of waste,</p> <p>2.1.3 Efficient use energy</p> <p>2.1.4 Conserve water</p> <p>2.1.5 Reduce air and noise pollution</p> <p>2.1.6 Make more efficient use of resources and</p>	<p>2.1 Performing research and analysis</p> <p>2.2 Reading / interpreting data and information</p> <p>2.3 Problem solving</p> <p>2.4 Communicate with supervisors and workplace colleagues</p> <p>2.5 Recognize basic</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>relationship to workplace practices are discussed in the workplace with colleagues and designated personnel.</p> <p>2.4 Contributions to the review of <b><i>environmental practices and policies</i></b> are made within limits of responsibility</p>	<p>improve environmental performance,</p> <p>2.1.7 Reduce soil disturbance and improve habitat resources.</p> <p>2.2 Environmental practices and policies</p> <p>2.3 Waste minimization and management,</p> <p>2.4 Sustainability,</p> <p>2.5 Local, regional, state and national strategies on weed and pest management,</p> <p>2.6 Protection of land and habitat and conservation of resources,</p> <p>2.7 Energy use,</p> <p>2.8 Greenhouse gas emissions,</p> <p>2.9 Use of chemicals and plant and equipment.</p>	<p>environmental hazards and threats</p> <p>2.6 follow workplace directions and instructions</p> <p>2.7 Keep simple records.</p>
3. Recognize and report potential environmental threats	<p>3.1 Signs or symptoms of the potential environmental threat are recognized.</p> <p>3.2 Information about or observations of a potential environmental threat are reported to supervisors and/or appropriate authorities.</p> <p>3.3 Location and extent of the potential environmental threat</p>	<p>3.1 Potential environmental threat or hazards</p> <p>3.2 This includes spills, leaks, pollution, planned and unplanned emissions, soil compaction, disturbance and erosion,</p> <p>3.3 Accidents and disposal of waste, and damage or</p>	<p>3.1 Performing research and analysis</p> <p>3.2 Reading / interpreting data and information</p> <p>3.3 Problem solving</p> <p>3.4 Communicate with supervisors and workplace colleagues</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>is accurately recorded.</p> <p>3.4 Reports on the potential environmental threat are completed according to organizational guidelines.</p>	<p>disruption to ecosystems resulting from work practices.</p> <p>3.4 Also includes plants, animals or diseases that are classified as an environmental threat or problem in an area,</p> <p>3.5 Unauthorized changes in land use</p> <p>3.6 Fire risks and threats, and inappropriate human interaction on the environment.</p> <p>3.7 This may include damage to habitat resources, disruption of animal behavior and territorial use, illegal vegetation clearance, seed collection, firewood gathering, nest disturbance and egg collecting.</p>	<p>3.5 Recognize basic environmental hazards and threats</p> <p>3.6 Follow workplace directions and instructions</p> <p>3.7 Keep simple records.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Workplace practices and work instructions	May include: <ul style="list-style-type: none"> <li>1.1 Environmental hazard identification and risk analysis</li> <li>1.2 Avoiding or minimizing environmental risks,</li> <li>1.3 Improving environmental performance,</li> <li>1.4 Waste minimization and segregation,</li> <li>1.5 Environmental monitoring,</li> <li>1.6 Signs and labels (e.g., chemical labels),</li> <li>1.7 Emergency procedures,</li> <li>1.8 Hazard and incident recording and reporting procedures</li> <li>1.9 Environmental data recording and reporting procedures where applicable</li> <li>1.10 Verbal instructions from persons with responsibility related to environmental work practices</li> </ul>
2. Legislation, codes and national standards	May include: <ul style="list-style-type: none"> <li>2.1 Philippine Clean-Air Act of 1999 (RA 8749)</li> <li>2.2 Philippine Clean-Water Act of 2004 (RA 9275)</li> <li>2.3 Ecological Solid Waste Management Act of 2000 (RA 9003)</li> <li>2.4 Montreal Protocol</li> <li>2.5 Kyoto Protocol</li> <li>2.6 Environmental Awareness and Education Act of 2008 (RA 9512)</li> <li>2.7 Philippine Climate-Change Act of 2009 (RA 9729)</li> <li>2.8 Codes of Practice relating to environment-critical jobs</li> </ul>
3. Suggestions	May include: <ul style="list-style-type: none"> <li>3.1 Minimize hazards and risks,</li> <li>3.2 Reduce and dispose of waste,</li> <li>3.3 Efficient use energy</li> <li>3.4 Conserve water</li> <li>3.5 Reduce air and noise pollution</li> <li>3.6 Make more efficient use of resources and improve environmental performance,</li> <li>3.7 Reduce soil disturbance and improve habitat resources</li> </ul>
4. Designated personnel	May include: <ul style="list-style-type: none"> <li>4.1 Administrators/ Managers,</li> <li>4.2 Supervisors</li> <li>4.3 People who are responsible for work area or who may be assigned to act as a mentor/trainer to a person</li> </ul>
5. Workplace approaches to environmental practices	May include: <ul style="list-style-type: none"> <li>5.1 Preventing and minimizing the production of pollution (e.g., discharges to air, land and water, hazardous waste,</li> <li>5.2 Reducing 'burning off',</li> <li>5.3 Composting,</li> </ul>



VARIABLE	RANGE
	5.4 Recycling materials, 5.5 Conservation practices), and 5.6 Improving workplace maintenance practices (e.g., using a broom instead of a hose, using environment-friendly cleaning agents)
6. Environmental issues	May include: 6.1 Sustainability, 6.2 Reduction and disposal of waste, 6.3 Water quality, 6.4 Energy efficiency, 6.5 Biodiversity and habitat protection, 6.6 Conservation of natural resources, 6.7 Air quality, 6.8 Land contamination, 6.9 Noise, 6.10 Soil and salinity management 6.11 Fire management.
7. Environmental practices and policies	May include: 7.1 Waste minimization and management, 7.2 Sustainability, 7.3 Local, regional, state and national strategies on weed and pest management, 7.4 Protection of land and habitat and conservation of resources, 7.5 Energy use, 7.6 Greenhouse gas emissions, 7.7 Use of chemicals and plant and equipment.
8. Signs or symptoms	May include: 8.1 Observation of the presence of weeds, 8.2 Pest animals or chemicals; 8.3 Damage caused to plants, animals or the environment, 8.4 Changes in plant (e.g., dieback of trees) and animal health, 8.5 Erosion of soils, 8.6 Soils in water suspension, 8.7 Presence of salt
9. Potential environmental threat	May include: 9.1 This includes spills, leaks, pollution, planned and unplanned emissions, soil compaction, disturbance and erosion, 9.2 Accidents and disposal of waste, and damage or disruption to ecosystems resulting from work practices. 9.3 Also includes plants, animals or diseases that are classified as an environmental threat or problem in an area, 9.4 Unauthorized changes in land use

<b>VARIABLE</b>	<b>RANGE</b>
	9.5 Fire risks and threats, and inappropriate human interaction on the environment. 9.6 This may include damage to habitat resources, disruption of animal behavior and territorial use, illegal vegetation clearance, seed collection, firewood gathering, nest disturbance and egg collecting.
10. Reported	Includes how the reports are made: 10.1 Verbally (face-to-face or through communication equipment) 10.2 In writing (memo, notes, faxes, email or electronic messages)
11. Recorded	May include: 11.1 Environmental data, 11.2 Maintenance and inspection reports, 11.3 Incident or accident reports, 11.4 Complaints from the public.

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge of workplace practices and work instructions.</li> <li>1.2 Described relevant legislations, codes and national standard environmental practices according to the different environmental issues/concerns.</li> <li>1.3 Followed environmental workplace practices</li> <li>1.4 Contributed to improve environmental work practices</li> <li>1.5 Recognized and reported on a potential environmental threat</li> <li>1.6 Maintained environmental records</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.4 Simulations</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency : UTILIZE IT APPLICATIONS IN TECHNICAL TRAINING**

**Unit Code : 500232103**

**Unit descriptor :** This unit covers the knowledge, skills and attitude required to utilize IT applications in training. Specifically, it covers setting-up of work environment, utilization of word processing, spreadsheet, presentation applications and utilization of internet and www to communicate and collect information.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Set-up work environment	1.1 <b>Work folder is configured</b> in accordance with enterprise IT utilization guidelines. 1.2 <b>Desktop and shortcuts settings are configured</b> in-line with personal preference. 1.3 Connectivity to printer are checked and tested in accordance with equipment user guide.	1.1 Hardware setup, configuration and setting 1.2 Office equipment Product knowledge 1.3 Operating system basic usage	1.1 Hardware servicing skills 1.1 Operating system skills
2. Utilize word processing application	2.1 <b>Document layout and formatting</b> are applied in line with document formatting requirements. 2.2 <b>Application features</b> are utilized to enhance productivity in line with application guide/ help instructions 2.3 Printing of documents is performed in line with enterprise IT utilization guidelines	2.1 Productivity tools and software basic knowledge 2.2 Software and application features 2.3 Office documents and forms standard formatting	2.1 Encoding and computing skills
3. Utilize presenter application	3.1 Presentation layout, formatting and theme utilization are applied in line with target audience requirements 3.2 Animation and slide transitions are applied to enhance viewing and interactivity experience	3.1 Principles of Communication 3.2 Basic Principles of Marketing and Promotions through presentations and printed collaterals	3.1 Presentation Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>in-line with <b>best practices in utilizing presentation package.</b></p> <p>3.3 <b>Printing of presentation materials</b> are performed in line with user requirements and enterprise IT utilization guidelines</p> <p>3.4 Packaging and exporting of presentation is performed in line with application help instructions/wizard.</p> <p>3.5 Presentation of information is performed in line with best practices in utilizing presentation package.</p>	3.3 Visualization Concepts and Best Practices	
4. Utilize spread sheet application	<p>4.1 <b>Workbook and worksheet settings</b> and formatting are applied in line with printing requirements.</p> <p>4.2 <b>Formula</b> and conditional formatting are utilized to enhance productivity in line with the application help instructions.</p> <p>4.3 Charts are utilized to enhance data presentation in line with the application help instructions.</p> <p>4.4 Printing of worksheet is performed in line with document layout requirements and enterprise IT utilization guidelines.</p>	<p>4.1 Basic knowledge in bookkeeping and record keeping</p> <p>4.2 Basic knowledge in worksheet applications</p> <p>4.3 Applications and proper usage of charts and graphs</p>	<p>4.1 Data input skills</p> <p>4.2 Basic accounting skills</p>
5. Utilize internet and www to communicate	5.1 Chat and email facility is utilized to exchange information and	5.1 Principles of Information Technology and the basic	<p>5.1 Computer hardware and software skills</p> <p>5.2 IT skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
and collect information	resources in line with chat help instructions. 5.2 <b><i>Browser is configured</i></b> to enhance productivity in line with the application help instruction 5.3 www is utilized to research and acquire resources in line with enterprise IT utilization guidelines.	applications of electronic communication 5.2 Understanding of basic internet technology i.e. browsing, searching and information extraction	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work folder is configured	May include: 1.1 Folder creation 1.2 Folder copy and transfer 1.3 Folder sharing
2. Desktop and shortcuts settings are configured	May include: 2.1 Desktop background and screen saver settings 2.2 Screen resolution settings 2.3 Shortcut and link creation
3. Document layout and formatting	May include: 3.1 Page settings 3.2 Font Settings 3.3 Formatting styles 3.4 Table utilization
4. Application features	May include: 4.1 Footer and header setting 4.2 Mail merge 4.3 Review and editing tools 4.4 Reference features 4.5 Form creation features
5. Best practices in utilizing presentation package	May include: 5.1 Number of text lines, font size and fore and back colors 5.2 Optimal utilization of animation and transition effects to enhance learning experience not to distract audience 5.3 Awareness in unconscious actions during presentation
6. Printing of presentation materials	May include: 6.1 Slide 6.2 Notes
7. Workbook and worksheet settings	May include: 7.1 Page setup 7.2 Header setup 7.3 Worksheet organization
8. Formula	May include: 8.1 Summation 8.2 Division 8.3 Multiplication 8.4 Division 8.5 Average 8.6 Rounding off 8.7 If 8.8 Concatenate
9. Browser configuration	May include: 9.1 Cookie settings 9.2 Plug-in setup 9.3 Accessibility adjustments

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Set-up work environment 1.2 Utilized word processing application 1.3 Utilized presenter application 1.4 Utilized spreadsheet application 1.5 Utilized internet and www to communicate and collect information
2. Resource Implications	The following resources should be provided: 2.1 Computer with network and internet access 2.2 Printer and printing consumables 2.3 Specification of sample document, worksheet, presentation materials
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration / Observation and with oral questioning 3.2 Portfolio
4. Context of Assessment	4.1 Competency must be assessed on actual job or accredited assessment center 4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines



**Unit of Competency : LEAD SMALL TEAM**

**Unit Code : 500311110**

**Unit descriptor :** This unit covers the knowledge, skills and attitudes to lead small teams including setting and maintaining team and individual performance standards. This unit is adopted from the basic competencies for National Certificate Level III. In the context of the Trainers Methodology (TM), the small teams here would refer to groups of trainees, audience or participants in a training situation, or a group of fellow trainers.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Provide team leadership	1.1 <b>Work requirements</b> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <b>Team members' queries and concerns</b> are recognized, discussed and dealt with	1.1 Company policies and procedures 1.2 Relevant legal requirements 1.3 Trainee expectations 1.4 Work requirements 1.4.1 Trainee Profile 1.4.2 Assignment instructions 1.5 Trainees' concerns	1.1 Communication skills required for leading teams 1.2 Informal performance counseling skills 1.3 Team building skills 1.6 Negotiating skills
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.1 Team member's duties and responsibilities	2.1 Communication skills required for leading teams 2.2 Informal performance counseling skills 2.3 Team building skills 2.4 Negotiating skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members duties and area of responsibility 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 How performance expectations are set	3.1 Communication skills required for leading teams 3.2 Informal performance counseling skills 3.3 Team building skills 3.4 Negotiating skills
4. Supervised team performance	4.1 <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required 4.2 Team members are provided with <b>feedback</b> , positive support and advice on strategies to overcome any deficiencies 4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact	4.1 Methods of Monitoring Performance 4.2 Monitor performance 4.3 Formal process 4.4 Informal process 4.5 Providing Feedback 4.6 Formal process 4.7 Informal process 4.8 Performance issues 4.9 Work output 4.10 Work quality 4.11 Team participation 4.12 Compliance with workplace protocols 4.13 Safety 4.14 Customer service	4.1 Communication skills required for leading teams 4.2 Informal performance counseling skills 4.3 Team building skills 4.4 Negotiating skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>		

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include: 1.1 Client Profile 1.2 Assignment instructions
2. Team member's queries and concerns	May include: 2.1 Roster details 2.2 Shift details
3. Monitoring of performance	May include: 3.1 Formal process 3.2 Informal process
4. Feedback	May include: 4.1 Formal process 4.2 Informal process
5. Performance issues	May include: 5.1 Work output 5.2 Work quality 5.3 Team participation 5.4 Compliance with workplace protocols 5.5 Safety 5.6 Customer service

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario</li> <li>1.2 Assessed and monitored team and individual performance against set criteria</li> <li>1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</li> <li>1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</li> <li>1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or task</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Direct observations of work activities of the individual member in relation to the work activities of the group</li> <li>3.2 Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency : APPLY WORK ETHICS, VALUES AND QUALITY PRINCIPLES**

**Unit Code : 500232104**

**Unit descriptor :** This unit covers the outcomes required in demonstrating and living out desirable work ethics, values and principles in the workplace and training environment.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Observe workplace policies and guidelines	1.1 Attendance and punctuality are observed in line with enterprise policies and guidelines. 1.2 <b>Work functions</b> are performed in line with work position/ delegation and according to enterprise goals and objectives. 1.3 Communication, request, and complaints are channelled through authority in line with enterprise policies and procedures. 1.4 <b>Academic freedom</b> is exercised in line with enterprise goals and objectives 1.5 Quality work instructions are delivered in accordance with work deadlines and training calendars.	1.1 Nature of Work 1.2 Dignity of Work 1.3 Values and Work Ethics 1.4 Core Values 1.5 Personal Values 1.6 Work Ethics 1.7 Excellence and Quality of Work 1.8 Work Functions	1.1 Applying work ethics 1.2 Applying quality in performing work function
2. Value self-worth and profession	2.1 <b>Best practices in teaching</b> are demonstrated at all times. 2.2 Personal and professional upgrading is exercised in line with personal goals and	2.1 Personal Leadership 2.2 Personal Management 2.3 Professional Image and practice	2.1 Respecting the individuality of Learners and co-workers 2.2 Practicing Professionalism at work

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>enterprise guidelines and policies.</p> <p>2.3 Confidentiality of records and other documents are maintained in line with enterprise policies and guidelines.</p> <p>2.4 Professional courtesy is exercised at all times</p> <p>2.5 Professional role and image as technical trainer are maintained in the classroom/training environment and related situations.</p>		
3. Observe proper conduct in dealing with learners and parents	<p>3.1 Promotion of learners is performed based on <b><i>non-prejudice decision</i></b> and actual accomplishments and performance of learners.</p> <p>3.2 Learners were given equal opportunities to learn and utilize school facilities in line with the enterprise objective and goals.</p> <p>3.3 Parent consultations are performed in line with enterprise policies and guidelines</p>	<p>3.1 Nature of Man</p> <p>3.2 Dignity -Inherent Value of man</p> <p>3.3 Inclusive Environment for equal opportunity</p>	3.1 Dealing with Learners and various individuals

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work functions	May include: 1.1 Teaching 1.2 Guiding 1.3 Managing events and school activities
2. Academic freedom	May include: 2.1 Selection of teaching methods 2.2 Implementation of remedial classes 2.3 Changing methods of collecting evidence of learning
3. Best practices in teaching	May include: 3.1 Teaching with teaching aids 3.2 Employing learner-centered activities
4. Non-prejudice decision	May include, but not limited to: 4.1 Decision made from favour 4.2 Decision came from political reason

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Observed workplace policies and guidelines 1.2 Valued self-worth and profession 1.3 Observed proper conduct in dealing with learners and parents
2. Resource Implications	The following resources should be provided: 2.1 Case study
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written test/ Interview 3.2 Portfolio
4. Context of Assessment	4.1 Competency must be assessed on actual job or accredited assessment center 4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines



**Unit of Competency : WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING**

**Unit Code : 500232105**

**Unit descriptor :** This unit covers the knowledge, skills and attitude required to work effectively in the policy and operating environment of the vocational education and training sector.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Work within the vocational education and training policy framework	1.1 Relevant <b><i>national vocational education and training policies and frameworks</i></b> are accessed, analyzed, applied and guided in accordance with work practices and responsibilities. 1.2 Key <b><i>vocational education and training organizations and stakeholders</i></b> are identified, accessed and informed in accordance with updated work practices. 1.3 <b><i>Legislation and guidelines</i></b> are accessed, used, complied and ensured in accordance work practices and policy requirements. 1.4 <b><i>Sources of information and advice</i></b> on vocational education and training policy and operating context	1.1 International and National vocational education and training policies and frameworks 1.1.1 Philippine TVET Trainers Qualification Framework (PTTQF) 1.1.2 ASEAN Qualifications Referencing Framework (AQRF) 1.1.3 Training Packages 1.1.4 User Choice 1.1.5 Traineeship and apprenticeship arrangements 1.1.6 Dual Training System 1.1.7 Enterprise-based training 1.1.8 K to 12 Law 1.2 Vocational education and training organizations and stakeholders 1.3 Department of Labor and	1.1 Literacy skills to: 1.1.1 Read and understand vocational education and training policy and other documents, vocational education and training terminology and language styles 1.1.2 Interpret legal requirements of vocational education and training policies, procedures and guidelines 1.1.3 Write documents for a range of vocational education and training audiences and purposes 1.2 Language skills to: 1.2.1 Communicate with personnel

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>are accessed on a regular basis and changes are noted as appropriate.</p> <p>1.5 <b>Opportunities</b> are taken up to contribute to vocational education and training in accordance with organizational policy developments.</p> <p>1.6 <b>Vocational education and training terminology</b> is used to communicate effectively in accordance with sector.</p>	<p>Employment (DOLE)</p> <p>1.4 Technical Education and Skills Development Authority (TESDA)</p> <p>1.5 Industry Skills Councils (ISCs)</p> <p>1.6 Training organizations</p> <p>1.7 Chambers of commerce and industry</p> <p>1.8 Industry associations</p> <p>1.9 Relevant legal and policy requirements, codes of practice, national standards and legislations:</p> <p>1.10 Specific industry/ workplace legal/compliance and licensing requirements</p> <p>1.11 Duty of care under common law</p> <p>1.12 Anti-discrimination including equal opportunity, racial vilification and disability discrimination</p> <p>1.13 Workplace relations, industrial awards and enterprise agreements</p> <p>1.14 Privacy/security of information</p>	<p>across all levels of the organization and with clients</p> <p>1.2.2 Understand and use vocabulary and terminology specific to the vocational education and training environment</p> <p>1.2.3 Listen and summarize key points, make evaluative judgments and articulate verbally or in writing to a client or colleague</p> <p>1.2.4 Facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems</p> <p>1.2.5 Work effectively as a team member</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		1.15 copyright/plagiarism 1.16 Sources of information and advice 1.17 Web-based information from vocational education and training organizations and stakeholders such as the National Training Information Service (NTIS) 1.18 Printed policies, newsletters, bulletins, publications of vocational education and training organizations and stakeholders 1.19 Products including revised Training Packages, support materials and professional development materials implementation guidelines 1.20 Research journals 1.21 Conference papers 1.22 Opportunities 1.23 Attendance at workshops and consultations	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		<p>conducted by relevant vocational education and training organizations and stakeholders</p> <p>1.24 Individual or organizational written submissions and feedback to relevant vocational education and training organizations and stakeholders</p> <p>1.25 Participation in forums, networks, conferences</p> <p>1.26 Participation in training organization meetings</p> <p>1.27 Participation in validation meetings</p> <p>1.28 Research/consultancy</p> <p>1.29 Contribution to online consultations</p> <p>1.30 Vocational education and training terminology</p> <p>1.31 Acronyms</p> <p>1.32 Language of the profession</p> <p>1.33 Language styles commonly used in</p>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		vocational education and training environments	
2. Work within the training organization's quality framework	<p>2.1 <b>Relevant organizational documentation</b> is accessed, used, supported and ensured in accordance work roles and responsibilities.</p> <p>2.2 Work is conducted in accordance with the <b>training organization's quality assurance strategies, processes, policies and procedures</b></p> <p>2.3 <b>Ethical and legal responsibilities</b> are adhered to in accordance with work practices.</p> <p>2.4 Work is undertaken in accordance with the prevailing industrial and employee relations systems and practices.</p> <p>2.5 Feedback and advice on work quality is actively sought from colleagues and clients in accordance with the prevailing industrial and employee relations systems and practices.</p>	<p>2.1 Relevant organizational documentation</p> <p>2.2 Strategic plans</p> <p>2.3 Business plans</p> <p>2.4 Policies and procedures</p> <p>2.5 Position descriptions</p> <p>2.6 Responsibility statements</p> <p>2.7 Quality arrangements for clients covering: enrolment and induction/orientation</p> <p>2.8 complaints, grievances and appeals</p> <p>2.9 assessment, including skills recognition, pre-assessment and appeals</p> <p>2.10 identification of training support requirements, for example, language, literacy and/or numeracy needs</p> <p>2.11 fees</p> <p>2.12 privacy</p> <p>2.13 access and equity</p> <p>2.14 welfare and guidance</p> <p>2.15 issuance of qualifications</p> <p>2.16 mutual recognition of qualifications,</p>	<p>2.1 Recognizing and being sensitive to individual difference and diversity, for example:</p> <p>2.1.1 Being sensitive to and valuing culture</p> <p>2.1.2 Acting without bias/discrimination</p> <p>2.1.3 Responding to individuals with particular needs</p> <p>2.1.4 Recognizing the importance of religion</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		<p>Statements of Attainment, credit and articulation arrangements</p> <p>2.18 Internal quality policies and procedures covering:</p> <p>2.19 risk management</p> <p>2.20 continuous improvement</p> <p>2.21 OHS</p> <p>2.22 equal employment opportunity (EEO)</p> <p>2.23 discrimination and workplace harassment</p> <p>2.24 Ethical and legal responsibilities</p> <p>2.25 compliance with relevant legislation including:</p> <p>2.25.1 OHS legislation</p> <p>2.25.2 EEO legislation</p> <p>2.25.3 Anti-discrimination legislation</p> <p>2.25.4 Legislation relating to overseas learners</p> <p>2.26 Compliance with industrial awards, enterprise agreements and employment contracts</p>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		2.27 Meeting environmental standards 2.28 Duty of care 2.29 Recognizing and being sensitive to individual differences and diversity 2.30 Provision of accurate information, advice and services 2.31 Providing support to learners appropriate to their needs 2.32 Maintaining client privacy and confidentiality 2.33 Code of practice	
3. Manage work and work relationships	3.1 Work is planned, prioritized and organized to achieve agreed and expected outcomes. 3.2 Workloads are assessed and guidance/support is sought from relevant personnel where <b>work issues</b> arise and in accordance with existing organizational policies and guidelines.	3.1 Work issues 3.2 Time pressures 3.3 Work overload 3.4 Competing demands 3.5 Unexpected contingencies 3.6 Technology problems 3.7 Relations with other personnel 3.8 Client issues/relations 3.9 Clients and colleagues 3.10 Individual learners,	3.1 Planning skills to: 3.1.1 Identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines 3.1.2 Participate in opportunities to contribute to vocational

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>3.3 <b>Relevant technological skills</b> are used to enhance work outcomes and in accordance with prevailing industrial systems and practices.</p> <p>3.4 Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes in accordance with the prevailing industrial and employee relations systems and practices.</p> <p>3.5 Feedback on managing work and professional relationships is obtained from <b>clients and colleagues</b> and is evaluated and acted upon.</p>	<p>apprentices and trainees, employees</p> <p>3.11 Enterprises/ industry</p> <p>3.12 Other parts of the training organization</p> <p>3.13 Government departments/ agencies, or other organizations</p>	<p>education and training</p> <p>organizational policy developments</p> <p>3.1.3 Manage work and work relationships</p> <p>3.2 Relevant technological skills</p> <p>3.2.1 Using computer word processing software to produce documents, reports and learning materials</p> <p>3.2.2 Using computer presentation applications</p> <p>3.2.3 Using computer data processing software to produce statistical information</p> <p>3.2.4 Using computers/communication systems to support online learning</p> <p>3.2.5 Conducting web searches</p> <p>3.2.6 Participating in Internet/video conferencing</p>



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
			3.2.7 Using chat rooms 3.2.8 Managing email 3.2.9 Operating computer projection equipment 3.2.10 Operating overhead projectors 3.2.11 Operating other business equipment, e.g. fax machines, photocopiers and telephone systems
4. Demonstrate a client-focused approach to work	4.1 Clients and their needs and expectations form the basis for developing effective work practices and outcomes in accordance with <b>operational limits</b> . 4.2 <b>Effective communication strategies</b> are developed, utilized, established and maintained in accordance with client relationships. 4.3 Processes for evaluating and improving client satisfaction are developed and built in accordance	4.1 Clients and their needs and expectations  4.2 A focus on individual learner objectives such as: 4.2.1 New skills 4.2.2 Specific competencies 4.2.3 Target qualifications 4.2.4 New career 4.2.5 Career advancement  4.3 improved language 4.4 literacy and numeracy skills 4.5 preference for particular learning styles	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	with work practices.	4.6 individualized learning support systems 4.7 individualized organizational training 4.8 client centered approaches 4.9 information and advice on courses, learning programs and qualifications 4.10 Operational limits  4.11 Level of responsibility, autonomy, classification level 4.12 Staffing resource limitations 4.13 Physical environment limitations 4.14 Cost 4.15 Time 4.16 Scheduling difficulties 4.17 OHS 4.18 Effective communication strategies 4.19 Establishing clarity of purpose 4.20 Ongoing liaison 4.21 Effective reporting arrangements 4.22 Continuous feedback mechanisms	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. National vocational education and training policies and frameworks	May include: 1.1 Philippine TVET Trainers Qualification Framework (PTTQF) 1.2 Training Packages 1.3 User Choice 1.4 traineeship and apprenticeship arrangements
2. Vocational education and training organizations and stakeholders	May include: 2.1 Department of Labor and Employment (DOLE) 2.2 Technical Education and Skills Development Authority (TESDA) 2.3 Industry Skills Councils (ISCs) 2.4 training organizations
3. Legislation and guidelines	May include: 3.1 guidelines on program/project funding 3.2 User Choice 3.3 apprenticeships/traineeships 3.4 implementation of Training Packages 3.5 registration 3.6 course accreditation 3.7 access and equity 3.8 anti-discrimination including equal opportunity, racial vilification and disability discrimination 3.9 industrial relations 3.10 code of practice 3.11 occupational health and safety (OHS)
4. Sources of information and advice	May include: 4.1 web-based information from vocational education and training organizations and stakeholders such as the National Training Information Service (NTIS) 4.2 printed policies, newsletters, bulletins, publications of vocational education and training organizations and stakeholders 4.3 products including revised Training Packages, support materials and professional development materials implementation guidelines 4.4 research journals 4.5 conference papers
5. Opportunities	May include: 5.1 attendance at workshops and consultations conducted by relevant vocational education and training organizations and stakeholders 5.2 individual or organizational written submissions and feedback to relevant vocational education and training organizations and stakeholders 5.3 participation in forums, networks, conferences 5.4 participation in training organization meetings

VARIABLE	RANGE
	5.5 participation in validation meetings 5.6 research/consultancy 5.7 contribution to online consultations
6. Vocational education and training terminology	May include but not limited to: 6.1 Acronyms 6.2 language of the profession 6.3 language styles commonly used in vocational education and training environments
7. Relevant organizational documentation	May include: 7.1 strategic plans 7.2 business plans 7.3 policies and procedures 7.4 position descriptions 7.5 responsibility statements
8. Training organization's quality assurance strategies, processes, policies and procedures	May relate to: 8.1 quality arrangements for clients covering: 8.1.1 enrolment and induction/orientation 8.1.2 complaints, grievances and appeals 8.1.3 assessment, including skills recognition, pre-assessment and appeals 8.1.4 identification of training support requirements, for example, language, literacy and/or numeracy needs 8.1.5 fees 8.1.6 privacy 8.1.7 access and equity 8.1.8 welfare and guidance 8.1.9 issuance of qualifications 8.1.10 mutual recognition of qualifications, Statements of Attainment, credit and articulation arrangements 8.2 internal quality policies and procedures covering: 8.2.1 risk management 8.2.2 continuous improvement 8.2.3 OHS 8.2.4 equal employment opportunity (EEO) 8.2.5 discrimination and workplace harassment 8.2.6 staff disciplinary procedures 8.2.7 financial management 8.2.8 records management 8.2.9 management processes for learning resources and learning materials 8.2.10 recruitment and induction of personnel 8.2.11 staff qualifications 8.3 learning and professional/staff development opportunities 8.4 training organization staff development programs 8.5 participation in networks

VARIABLE	RANGE
	8.6 individual learning initiatives 8.7 membership of professional associations/networks 8.8 relevant university courses
9. Ethical and legal responsibilities	May include: 9.1 compliance with relevant legislation including: 9.1.1 OHS legislation 9.1.2 EEO legislation 9.1.3 anti-discrimination legislation 9.1.4 legislation relating to overseas learners 9.2 compliance with industrial awards, enterprise agreements and employment contracts 9.3 meeting environmental standards 9.4 duty of care 9.5 recognizing and being sensitive to individual differences and diversity 9.6 provision of accurate information, advice and services 9.7 providing support to learners appropriate to their needs 9.8 maintaining client privacy and confidentiality 9.9 code of practice
10. Work issues	May include: 10.1 time pressures 10.2 work overload 10.3 competing demands 10.4 unexpected contingencies 10.5 technology problems 10.6 relations with other personnel 10.7 client issues/relations
11. Relevant technological skills	May include checking that the idea: 11.1 using computer word processing software to produce documents, reports and learning materials 11.2 using computer presentation applications 11.3 using computer data processing software to produce statistical information 11.4 using computers/communication systems to support online learning 11.5 conducting web searches 11.6 participating in Internet/video conferencing 11.7 using chat rooms 11.8 managing email 11.9 operating computer projection equipment 11.10 operating overhead projectors 11.11 operating other business equipment, e.g. fax machines, photocopiers and telephone systems
12. Clients and colleagues	May include: 12.1 individual learners, apprentices and trainees, employees

VARIABLE	RANGE
	12.2 enterprises/industry 12.3 other parts of the training organization 12.4 government departments/agencies, or other organizations
13. Clients and their needs and expectations	May include: 13.1 a focus on individual learner objectives such as: 13.1.1 new skills 13.1.2 specific competencies 13.1.3 target qualifications 13.1.4 new career 13.1.5 career advancement 13.1.6 improved language 13.1.7 literacy and numeracy skills 13.2 preference for particular learning styles 13.3 individualized learning support systems 13.4 individualized organizational training 13.5 client centered approaches 13.6 information and advice on courses, learning programs and qualifications
14. Operational limits	May include: 14.1 level of responsibility, autonomy, classification level 14.2 staffing resource limitations 14.3 physical environment limitations 14.4 cost 14.5 time 14.6 scheduling difficulties 14.7 OHS
15. Effective communication strategies	May include: 15.1 establishing clarity of purpose 15.2 ongoing liaison 15.3 effective reporting arrangements 15.4 continuous feedback mechanisms

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Worked within the vocational education and training policy framework</li> <li>1.2 Worked within the training organization's quality framework</li> <li>1.3 Managed work and work relationships</li> <li>1.4 Demonstrated a client-focused approach to work</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 access to business, organizational, legislative and vocational education and training documentation</li> <li>2.2 access to clients</li> <li>2.3 access to colleagues</li> <li>2.4 access to a TVET operating environment</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Interview</li> <li>3.3 Written Test</li> <li>3.4 Third Party Report</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency : FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE**

**Unit Code : 500232106**

**Unit descriptor :** This unit covers the knowledge, skills and attitude required foster and promote an environment which supports inclusive work practices and learning culture.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Practice inclusivity	1.1 <b>Individual differences</b> and <b>clients with particular needs</b> are acknowledged, respected and valued in accordance with existing work practices and learning culture. 1.2 Personal perceptions and attitudes about difference are examined and revised to improve communication and professionalism in accordance with existing work practices and learning culture. 1.3 <b>Principles</b> underpinning inclusivity are integrated into all work practices. 1.4 The training organization's access and equity policy is used in accordance to work practices. 1.5 Individuals' rights and confidentiality are respected at all times.	1.1 The diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services are valued and relayed in the learning and practice of inclusivity. 1.2 The concept of the power of paradigm/ perception, in relation to attitudes and behavior is elaborated to improve communication and professionalism 1.3 The principles, underpinning, inclusivity and how to integrate them into work practices	1.1 Recognizing and being sensitive to individual difference and diversity, for example: 1.1.1 Being sensitive to and valuing culture 1.1.2 Acting without bias/ discrimination 1.1.3 Responding to individuals with particular needs 1.2 Improve/ use language and communication skills that reflect inclusive language, address cross cultural communication, indirect communication, participation of others (family/ community/elders), appropriate time and communication protocols,



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
			encourage expression by all individuals, involve a variety of mediums, religion
2. Promote and respond to diversity	<p>2.1 The <b>ground rules</b> for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process/es.</p> <p>2.2 Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with cooperative and agreed process/es.</p> <p>2.3 Individuals are provided with opportunities to indicate <b>specific needs</b> to support their participation in learning and work in accordance with a cooperative and agreed process/es.</p> <p>2.4 Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.</p> <p>2.5 <b>Verbal and body language</b> is sensitive to different cultures and backgrounds and differences in physical and intellectual</p>	<p>2.1 Ethical and inclusive behaviors expected of professional relationships with clients and colleagues</p> <p>2.2 Availability and types of supports for clients with specific needs</p> <p>2.3 Relevant policies, legal requirements, codes of practice on:</p> <p>2.3.1 Disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination</p> <p>2.3.2 Duty of care responsibilities</p> <p>2.3.3 Access and equity policies</p> <p>2.4 Understanding the verbal and body language relative to different cultures and backgrounds and differences in physical and intellectual abilities and as appropriate</p>	<p>2.1 Problem solving skills to:</p> <p>2.1.1 Identify specific needs</p> <p>2.1.2 Respond appropriately to cultural diversity</p> <p>2.2 Research skills to identify and increase knowledge of individual differences and how these impact on individuals</p> <p>2.3 Reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	abilities and as appropriate.	is critically inclusive in learning and teaching	
3. Develop and implement work strategies to support inclusivity	<p>3.1 <b>Documented resources</b> to support and guide inclusive practices are identified and used to inform work strategies in accordance with existing guidelines and procedures.</p> <p>3.2 <b>Support persons</b> are identified and included in the work and learning process where appropriate and agreed to.</p> <p>3.3 Relevant professional support services are identified and accessed, as appropriate.</p> <p>3.4 Any <b>physical environment support needs</b> are acknowledge and incorporated into work practices, where practicable and approved by appropriate personnel.</p> <p>3.5 <b>OHS issues</b> associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.</p> <p>3.6 Inclusiveness is modeled in accordance with work performance.</p>	<p>3.1 Sources of information to support inclusive practices</p> <p>3.2 Duty of care of the training and trainer for the learner and others who may be affected by actions of others within or attending the training</p> <p>3.3 Learning concerns and issues are studied and understood through professional support services as appropriate.</p> <p>3.4 Needs for physical environment support is vital to inclusive learning and teaching and should be incorporated into work practices.</p> <p>3.5 OHS relating to the work role/work context, and OHS considerations when fostering and promoting an inclusive learning culture including:</p> <p>3.6 Internal policies and procedures to</p>	<p>3.1 Development of work strategies and implementation to cover the performance criteria mentioned to support inclusivity.</p> <p>3.2 Involve consultation and liaison with clients, other colleagues, counselors, experts and specialists on learning concerns/ issues</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		meet OHS requirements 3.7 Hazards commonly found in the work environment	
4. Promote a culture of learning	<p>4.1 Support and advice is provided to colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.</p> <p>4.2 The benefits of learning are explored with colleagues and clients in accordance with a culture of learning.</p> <p>4.3 Learning and competency achievement is recognized and rewarded in accordance with the work and/or learning environment.</p> <p>4.4 Opportunities to develop own and others <b>generic skills</b> are identified in accordance with the work and/or learning environment.</p> <p>4.5 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.</p>	4.1 Strategies, policies and systems of promoting a culture of inclusive learning are identified to incorporate the performance criteria mentioned and in accordance with internationally accepted practices and standards	4.1 Strategies, policies and systems of promoting a culture of inclusive learning are developed in accordance with internationally accepted practices and standards
5. Monitor and improve work practices	5.1 Effective work practices to enhance inclusivity and a learning culture are identified in	5.1 Organizational work systems, practices are identified to enhance inclusivity	5.1 Monitoring system and work practices improvement system are developed

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>accordance with the work and/or learning environment</p> <p>5.2 Conscious actions are taken to modify and improve in accordance with work practices.</p> <p>5.3 Strategies and policies to support inclusivity are regularly reviewed in accordance with continuous improvement of work processes.</p> <p>5.4 Proposed changes to relevant strategies and policies are documented and reported in accordance with organizational structure.</p>	<p>as well as adapted to be part of the learning culture in accordance with work and learning environment</p> <p>5.2 Strategies and policies are identified to enhance inclusivity as well as adapted to be part of the learning culture in accordance with work and learning environment</p>	<p>5.2 Development of Re-entry plan incorporating strategies and policies to implement inclusivity in the work place</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Individual differences	May include: <ul style="list-style-type: none"> <li>1.1 learning difficulties</li> <li>1.2 literacy and numeracy needs</li> <li>1.3 language other than English (LOTE)</li> <li>1.4 cultural background, images and perceptions</li> <li>1.5 socio-economic background</li> <li>1.6 age, gender, sexuality</li> <li>1.7 religious practices</li> <li>1.8 intellectual impairment or disability</li> <li>1.9 medical conditions such as arthritis, epilepsy, diabetes and asthma</li> <li>1.10 physical impairment or disability involving hearing vision, voice or mobility</li> <li>1.11 psychological or psychiatric impairment</li> </ul>
2. Clients with particular needs	May include: <ul style="list-style-type: none"> <li>2.1 women where under-represented</li> <li>2.2 rural and remote learners</li> <li>2.3 people with disabilities, either permanent or temporary</li> <li>2.4 people from non-English speaking backgrounds</li> <li>2.5 youth at risk</li> </ul>
3. Principles	May include: <ul style="list-style-type: none"> <li>3.1 supporting equal opportunity for participation</li> <li>3.2 fostering and advocating independence</li> <li>3.3 ensuring cooperative approaches to learning</li> <li>3.4 using client-centered approaches to learning</li> <li>3.5 supporting, encouraging and valuing individual contributions</li> <li>3.6 motivating learners</li> <li>3.7 creating opportunities for participation and success</li> <li>3.8 making reasonable adjustments to procedures, activities and assessment for equity</li> <li>3.9 acknowledging current strengths and skills as a basis for further learning</li> </ul>
4. Ground rules	May include: <ul style="list-style-type: none"> <li>4.1 guidelines of behavior and acceptance</li> <li>4.2 common understandings between learners about group interaction, respect and acceptance</li> <li>4.3 expectations of working relationships</li> <li>4.4 safety of learners and others</li> <li>4.5 comfort of learners and others</li> </ul>

VARIABLE	RANGE
	4.6 agreed consequences for breaching ground rules
5. Specific needs	May include: 5.1 physical environment adjustments 5.2 adjustments to learning and assessment activities 5.3 OHS issues to be addressed 5.4 language requirements 5.5 literacy and numeracy issues 5.6 more time/additional support to learners 5.7 need for a broad general education
6. Verbal and body language	May refer to: 6.1 language that recognizes and values individual differences 6.2 language that supports inclusivity 6.3 language that is non-discriminatory 6.4 language that does not devalue, denote or derogate 6.5 language that does not suggest fear, mistrust or lack of understanding 6.6 language that does not label or suggest assumptions about capabilities
7. Documented resources	May include: 7.1 journals 7.2 information technology resources such as the web, hardware and software 7.3 texts and references
8. Support persons	May include: 8.1 family members 8.2 government officers in specialist support services 8.3 case workers and personal careers 8.4 advocates for a person or group 8.5 peer support 8.6 interpreters 8.7 community representatives 8.8 note takers 8.9 library personnel 8.10 technical support 8.11 human resources personnel 8.12 administrative personnel 8.13 career counselors 8.14 student services officers 8.15 equity liaison officers
9. Physical environment support needs	May include: 9.1 modifications to layout of premises 9.2 equipment modifications 9.3 use of adaptive technologies

VARIABLE	RANGE
	9.4 changes to work schedules 9.5 modifications to job design
10. OHS issues	May include: 10.1 issues relating to the learner 10.2 issues relating to the OHS impact on others
11. Generic skills	May include: 11.1 Employability Skills including: 11.1.1 communication 11.1.2 teamwork 11.1.3 problem solving 11.1.4 initiative and enterprise 11.1.5 planning and organizing 11.1.6 self-management 11.1.7 learning 11.1.8 technology 11.2 innovation 11.3 language, literacy, numeracy and communication skills

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Practiced inclusivity</li> <li>1.2 Promoted and respond to diversity</li> <li>1.3 Developed and implement work strategies to support inclusivity</li> <li>1.4 Promoted a culture of learning</li> <li>1.5 Monitored and improve work practices</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 access to relevant policies, legislation, guidelines and resources to support inclusivity</li> <li>2.2 access to clients/colleagues</li> <li>2.3 access to workplace environment</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Interview</li> <li>3.3 Written Test</li> <li>3.4 Third Party Report</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>



**Unit of Competency : ENSURE HEALTHY AND SAFE LEARNING ENVIRONMENT**

**Unit Code : 500232107**

**Unit descriptor : This unit covers the knowledge, skills and attitude required to ensure the health, safety and welfare of learners and candidates.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Identify Occupational Health and Safety (OHS) responsibilities	1.1 The purpose and <b>approaches of OHS</b> in the learning environment are defined in accordance with OHS standards. 1.2 Documentation outlining the <b>OHS legal responsibilities</b> of the <b>various parties</b> in the learning environment is accessed, read and interpreted in accordance with OHS standards 1.3 <b>Organizational OHS documentation</b> is identified and accessed in accordance with standard operating procedures.	1.1 Basics of a systematic approach to OHS 1.2 Relevant policies, legal requirements, codes of practice and national, for example: 1.2.1 Legislative requirements for information and consultation relevant to safety 1.2.2 Legislative requirements for record keeping related to OHS 1.2.3 Legislative requirements for safe workplaces	1.1 Literacy skills to: 1.1.1 Access a range of sources of OHS information 1.1.2 read and understand OHS documentation 1.1.3 Interpret OHS legal requirements 1.1.4 Write hazard and incident reports 1.2 Contribute to the development of a risk control action plan (if required) 1.3 Language skills to: 1.3.1 Communicate and consult with a range of people from different levels and backgrounds 1.3.2 Listen and summarize key points,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
			<p>make evaluative judgments and articulate verbally</p> <p>1.4 Technology skills to:</p> <p>1.4.1 Use computer hardware and relevant software</p> <p>1.4.2 Use office/business equipment</p> <p>1.5 Research skills to access relevant OHS information</p> <p>1.6 Negotiation skills</p>
2. Identify hazards in the learning environment	<p>2.1 <b>Sources of information</b> are researched and accessed to identify hazards common within the industry in which the learning will take place.</p> <p>2.2 Learning environment is inspected prior to use in consultation with various parties in order to identify hazards.</p> <p>2.3 Any specific OHS needs of learners and/or candidates are in accordance with OHS standards.</p> <p>2.4 Any potential hazards created by learners and/or candidates with specific needs are</p>	<p>2.1 Sources of information on OHS requirements relevant to the specific industry where learning will take place</p> <p>2.2 OHS roles and responsibilities of employers, the training/trainers/facilitators, learners and/or candidates, managers and supervisors</p> <p>2.3 Duty of care obligations for training and/or trainers/facilitators</p>	<p>2.1 Literacy skills to:</p> <p>2.1.1 Access a range of sources of OHS information</p> <p>2.1.2 Read and understand OHS documentation</p> <p>2.1.3 Interpret OHS legal requirement</p> <p>2.1.4 Write hazard and incident reports</p> <p>2.2 Contribute to the development of a risk control action plan (if required)</p> <p>2.3 Language skills to:</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>identified in accordance with OHS standards.</p> <p>2.5 Personal limitations and responsibilities in identifying hazards are recognized and specialist advisers are consulted in accordance with OHS standards</p>		<p>3.6.1 Communicate and consult with a range of people from different levels and backgrounds</p> <p>3.6.2 Listen and summarize key points, make evaluative judgments and articulate verbally</p> <p>3.7 Technology skills to:</p> <p>3.7.1 Use computer hardware and relevant software</p> <p>3.7.2 Use office/business equipment</p> <p>3.8 Research skills to access relevant OHS information</p> <p>3.9 Negotiation skills</p>
3. Assess risks in the learning environment	<p>3.1 Likelihood of injury as a result of exposure to identified hazard/s is assessed in accordance with OHS standards.</p> <p>3.2 Severity of any potential injury, illness or negative/adverse outcome arising from the identified</p>	<p>3.1 Hazards and risks in the specific industry where learning will take place</p> <p>3.2 Common risk control strategies applicable to the industry where learning and/or will take place</p> <p>3.3 Organizational OHS</p>	<p>3.1 Literacy skills to:</p> <p>3.1.1 Access a range of sources of OHS information</p> <p>3.1.2 Read and understand OHS documentation</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>hazard is assessed for risk in accordance with OHS standards.</p> <p>3.3 Hazards are prioritized for action in consultation with various parties in accordance with OHS standards.</p> <p>3.4 Personal limitations in assessing risks are recognized and specialist advisers are consulted in accordance with OHS standards.</p>	<p>documentation including policies, procedures and risk control strategies</p>	<p>3.1.3 Interpret OHS legal requirements</p> <p>3.1.4 Write hazard and incident reports</p> <p>3.2 Contribute to the development of a risk control action plan (if required)</p> <p>3.3 Language skills to:</p> <p>3.3.1 Communicate and consult with a range of people from different levels and backgrounds</p> <p>3.3.2 Listen and summarize key points, make evaluative judgments and articulate verbally</p> <p>3.4 Technology skills to:</p> <p>3.4.1 Use computer hardware and relevant software</p> <p>3.4.2 Use office/business equipment</p> <p>3.5 Research skills to access relevant OHS information</p> <p>3.6 Negotiation skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
4. Develop and implement actions to ensure the health safety and welfare of learners and/or candidates	<p>4.1 Risk controls are developed based on the <b><i>hierarchy of control</i></b> in accordance with OHS standards.</p> <p>4.2 Risk control action plan is identified and accessed or formulated in consultation with various parties.</p> <p>4.3 Actions within the control and responsibility of the trainer/facilitator are implemented in accordance with OHS standards.</p> <p>4.4 Outstanding risk control actions are referred to the various parties for implementation.</p> <p>4.5 <b><i>Supervisory arrangements</i></b> appropriate to learners and/or candidates levels of knowledge/skill/ experience are monitored to ensure their health and safety.</p>	<p>4.1 Hierarchy of control as it applies to risks encountered in the learning environment</p> <p>4.2 Substitution with a lesser hazard</p> <p>4.3 Isolation of the hazard from people at risk</p> <p>4.4 Engineering controls</p> <p>4.5 Administrative means (eg, safe work practices, procedures and training)</p> <p>4.6 Use of personal protective equipment</p> <p>4.7 Supervisory arrangements</p> <p>4.8 Level of knowledge</p> <p>4.9 Level of experience</p> <p>4.10 rights, responsibilities and obligations of the various parties</p> <p>4.11 the code of conduct in the learning environment</p> <p>4.12 types of potential hazardous events/emergencies and required responses</p> <p>4.13 hazards and their control in the learning environment, including the use and maintenance of personal</p>	<p>4.1 Literacy skills to:</p> <p>4.1.1 Access a range of sources of OHS information</p> <p>4.1.2 Read and understand OHS documentation</p> <p>4.1.3 Interpret OHS legal requirements</p> <p>4.1.4 Write hazard and incident reports</p> <p>4.2 Contribute to the development of a risk control action plan (if required)</p> <p>4.3 Language skills to:</p> <p>4.3.1 Communicate and consult with a range of people from different levels and backgrounds</p> <p>4.3.2 Listen and summarize key points, make evaluative judgments and articulate verbally</p> <p>4.4 Technology skills to:</p> <p>4.4.1 Use computer hardware and</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		protective equipment	relevant software 4.4.2 Use office/business equipment 4.5 Research skills to access relevant OHS information 4.6 Negotiation skills
5. Provide appropriate Occupational Health and Safety (OHS) requirements to learners and/or candidates	5.1 Learners and/or candidates are provided with <b>appropriate information</b> related to OHS 5.2 Learners and/or candidates are assessed for knowledge of OHS requirements. 5.3 Learners and/or candidates are supplied with personal protective equipment in accordance with OHS standards	5.1 Knowledge of the learning environment sufficient to be able to identify hazards and conduct simple risk assessment 5.2 Appropriate information 5.3 safe access and egress 5.4 work procedures 5.5 first aid provisions 5.6 arrangements in the learning environment for the management of OHS, including: 5.6.1 Reporting procedures for hazards, incidents, injuries and faulty equipment 5.6.2 Processes to use when injury does occur 5.6.3 Policies and procedures,	5.1 Literacy skills to: 5.1.1 Access a range of sources of OHS information 5.1.2 Read and understand OHS documentation 5.1.3 Interpret OHS legal requirements 5.1.4 Write hazard and incident reports 5.2 Contribute to the development of a risk control action plan (if required) 5.3 Language skills to: 5.3.1 Communicate and consult with a range of people from different levels and backgrounds

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		including staff handbooks	5.3.2 Listen and summarize key points, make evaluative judgments and articulate verbally 5.4 Technology skills to: 5.4.1 Use computer hardware and relevant software 5.4.2 Use office/business equipment 5.5 Research skills to access relevant OHS information 5.6 Negotiation skills
6. Monitor Occupational Health and Safety (OHS) arrangements in the learning environment	6.1 Achievement against the risk control action plan is monitored and any issues addressed as appropriate 6.2 The effectiveness and reliability of existing risk controls are confirmed with relevant parties. 6.3 Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis.	6.1 Organizational OHS documentation including policies, procedures and risk control strategies	6.1 Literacy skills to: 6.1.1 Access a range of sources of OHS information 6.1.2 Read and understand OHS documentation 6.1.3 Interpret OHS legal requirements 6.1.4 Write hazard and incident reports 6.2 Contribute to the development of a risk control action plan (if required)

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
			<p>6.3 Language skills to:</p> <p>6.3.1 Communicate and consult with a range of people from different levels and backgrounds</p> <p>6.3.2 Listen and summarize key points, make evaluative judgments and articulate verbally</p> <p>6.4 Technology skills to:</p> <p>6.4.1 Use computer hardware and relevant software</p> <p>6.4.2 Use office/business equipment</p> <p>6.5 Research skills to access relevant OHS information</p> <p>6.6 Negotiation skills</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Approaches of OHS	May include: <ul style="list-style-type: none"> <li>1.1 the establishment and maintenance of a healthy and safe learning environment through:               <ul style="list-style-type: none"> <li>1.1.1 a consultative approach</li> <li>1.1.2 a systems approach</li> </ul> </li> <li>1.2 shared responsibilities for OHS</li> <li>1.3 trainer/facilitator familiarization with OHS requirements of the specific learning environment</li> </ul>
2. OHS legal responsibilities	May include: <ul style="list-style-type: none"> <li>2.1 requirements under legislation relating to OHS and common law duty of care</li> <li>2.2 legislative requirements for consultation</li> <li>2.3 requirements under hazard-specific and other OHS regulations</li> <li>2.4 legislative requirements for reporting and record keeping related to OHS</li> </ul>
3. Various parties	May include: <ul style="list-style-type: none"> <li>3.1 managers/supervisors</li> <li>3.2 designated person for OHS</li> <li>3.3 employee OHS representatives</li> <li>3.4 other people with prior OHS knowledge, for example:               <ul style="list-style-type: none"> <li>3.4.1 trainers/facilitators and assessors</li> <li>3.4.2 program coordinators</li> </ul> </li> <li>3.5 training and/or assessment organization</li> </ul>
4. Organizational OHS documentation	The training organization and/or workplace in which the training services take place, and may include: <ul style="list-style-type: none"> <li>4.1 policies and procedures</li> <li>4.2 incident reports</li> <li>4.3 emergency procedures</li> <li>4.4 induction information</li> <li>4.5 risk assessment</li> <li>4.6 safety reports</li> </ul>
5. Sources of information	May include: <ul style="list-style-type: none"> <li>5.1 OHS regulatory authorities</li> <li>5.2 industry bodies</li> <li>5.3 subject and technical specialists including OHS professionals</li> <li>5.4 hazard and injury reports from similar learning environments</li> </ul>
6. Hierarchy of control	The preferred priority for risk control, emphasizing hazard elimination and, where this is not possible, risk minimization by such means as: <ul style="list-style-type: none"> <li>6.1 substitution with a lesser hazard</li> <li>6.2 isolation of the hazard from people at risk</li> </ul>

VARIABLE	RANGE
	6.3 engineering controls 6.4 administrative means (eg, safe work practices, procedures and training) 6.5 use of personal protective equipment
7. Supervisory arrangements	May include: 7.1 Level of knowledge 7.2 Level of experience 7.3 rights, responsibilities and obligations of the various parties 7.4 the code of conduct in the learning environment 7.5 types of potential hazardous events/emergencies and required responses 7.6 hazards and their control in the learning environment, including the use and maintenance of personal protective equipment
8. Appropriate information	May include: 8.1 safe access and egress 8.2 work procedures 8.3 first aid provisions 8.4 arrangements in the learning environment for the management of OHS, including: 8.4.1 reporting procedures for hazards, incidents, injuries and faulty equipment 8.4.2 processes to use when injury does occur 8.4.3 policies and procedures, including staff handbooks

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified OHS responsibilities</li> <li>1.2 Identified hazards in the learning environment</li> <li>1.3 Assessed risks in the learning environment</li> <li>1.4 Developed and implement actions to ensure the health safety and welfare of learners and/or candidates</li> <li>1.5 Provided appropriate OHS requirements to learners and/or candidates</li> <li>1.6 Monitored OHS arrangements in the learning environment</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 access to resources and equipment to establish and maintain the safety, health and welfare of the learner and/or candidate</li> <li>2.2 access to legislative and training organization documentation on OHS</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Case Study/Situation</li> <li>3.3 Interview</li> <li>3.4 Portfolio Assessment</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency : MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE**

**Unit Code : 500232108**

**Unit descriptor :** This unit covers the knowledge, skills and attitude required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and services.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Model high standards of performance	1.1 Personal performance is consistent with the <b>organization's goals and objectives</b> . 1.2 Appropriate <b>professional techniques and strategies</b> are modeled in accordance with existing organizational policies and guidelines. 1.3 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with <b>organizational/legal requirements</b> . 1.4 <b>Ethical and inclusive practices</b> are applied in professional practice and in accordance with existing organizational policies and guidelines.	1.1 Organizational goals/objectives 1.2 Organizational processes, procedures and opportunities relating to professional development 1.3 Continuous improvement techniques and processes and their application 1.4 Organizational/legal requirements 1.5 Ethical and inclusive practices	1.1 Leadership skills 1.2 Self-evaluation skills 1.3 Research skills 1.4 Literacy skills
2. Determine personal development needs	2.1 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks in accordance with the	2.1 Training packages, competency standards, other relevant benchmarks 2.2 Trends in vocational	2.1 Self-evaluation skills 2.2 Research skills 2.3 Literacy skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>development needs and priorities.</p> <p>2.2 Changes in vocational education, training policy and operating environments are identified in accordance with the impact on professional practice and personal development needs.</p> <p>2.3 <b>Feedback</b> from colleagues and clients is identified and used in accordance with personal learning needs/areas of professional development.</p> <p>2.4 Future career options are identified as appropriate.</p> <p>2.5 Personal learning needs are documented and updated in accordance with existing policies and procedures.</p> <p>2.6 Personal development needs are discussed with relevant personnel for inclusion in accordance with the <b>professional development plan</b>.</p>	<p>education, training policies and operating environments</p> <p>2.3 Workplace relations</p> <p>2.4 Tools to identify personal learning needs/areas of professional development</p>	
3. Participate in professional development activities	3.1 <b>Development opportunities</b> suitable to personal learning style/s are selected and used in accordance with continuous support of learning and maintenance of	<p>3.1 Networks relevant to professional practice</p> <p>3.2 Industry awards/enterprise agreements</p> <p>3.3 Relevant OHS knowledge relating to the</p>	<p>3.1 Communication skills</p> <p>3.2 Interpersonal skills</p> <p>3.3 Literacy skills</p> <p>3.4 Time management skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p><i>current professional practice/s.</i></p> <p>3.2 <b>Professional networks</b> are participated in accordance with continuous support of learning and maintenance of current professional practice/s.</p> <p>3.3 Own performance and professional competency is continuously improved through engagement in accordance with professional development activities.</p> <p>3.4 <b>Technology</b> is used to maintain regular communication in accordance with relevant networks, organizations and individuals.</p>	<p>work role/work context</p> <p>3.4 OHS when managing own professional practice and performance</p>	
4. Reflect on and evaluate professional practice	<p>4.1 <b>Developments and trends</b> impacting on professional practice are researched and integrated in accordance with work performance.</p> <p>4.2 Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.</p> <p>4.3 Innovative and responsive approaches for improving professional practice are identified and</p>	<p>4.1 Trends related to work performance</p> <p>4.2 Organization's recording and reporting systems</p>	<p>4.1 Self-evaluation skills</p> <p>4.2 Research skills</p> <p>4.3 Communication skills</p> <p>4.4 Interpersonal skills</p> <p>4.5 Literacy skills</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>used in accordance with <b><i>continuous support to improve techniques and processes.</i></b></p> <p>4.4 Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.</p>		

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Organization's goals and objectives	May include: 1.1 business plan 1.2 strategic plan 1.3 operational plan/s 1.4 organization's code of conduct 1.5 flexibility and client responsiveness 1.6 client satisfaction 1.7 financial performance 1.8 people management 1.9 marketing and client service 1.10 quality and quality assurance
2. Professional techniques and strategies	May include: 2.1 techniques for initiating action and directing decision making 2.2 strategies for presenting a confident and assured manner in challenging situations 2.3 maintaining ethical practice in the face of opposition 2.4 modeling behavioral and personal presentation standards 2.5 motivation strategies 2.6 time management 2.7 strategies for acknowledging and respecting the attitudes and beliefs of others 2.8 techniques for promoting active participation
3. Organizational/legal requirements	May include: 3.1 customer complaints, grievances and appeals 3.2 risk identification and management, including OHS 3.3 quality and continuous improvement processes and standards, including validation systems 3.4 financial management, including refund policies and systems to protect fees paid in advance (if appropriate) 3.5 recognition of qualifications issued by other training organizations 3.6 access and equity 3.7 client selection, enrolment and induction/orientation 3.8 staff recruitment, induction and ongoing development and monitoring 3.9 availability of policies and procedures to all personnel and learners/clients 3.10 collaborative/partnership arrangements 3.11 confidentiality and privacy requirements 3.12 ethical standards



VARIABLE	RANGE
	3.13 defined resource parameters 3.14 administrative and records management system, for example: 3.14.1 reporting/recording requirements and arrangements 3.14.2 maintenance, retention, archiving, retrieval, storage and security of information 3.14.3 document version control
4. Ethical and inclusive practices	May include: 4.1 demonstrating probity in all areas of responsibility 4.2 modeling organizational/professional codes of conduct 4.3 reinforcing ethical conduct in interactions with and between other people 4.4 showing respect for individual diversity, culture and religion 4.5 recognizing and utilizing difference to develop both the individual and the organization 4.6 demonstrating sensitivity to the circumstances and background of others 4.7 fostering a culture of inclusiveness 4.8 new/revised policy directions in vocational education and training
5. Feedback	May include: 5.1 formal/informal performance appraisals 5.2 obtaining comments from supervisors and colleagues 5.3 obtaining comments from clients 5.4 personal reflective behavior strategies 5.5 routine organizational methods for monitoring service delivery
6. Professional development plan	May include: 6.1 the organization's professional development plan for each individual staff member, outlining: 6.2 work and personal career objectives 6.3 identified areas requiring development 6.4 learning opportunities/activities 6.5 relevant work activities/projects 6.6 links to organizational training needs profile
7. Development opportunities	May include: 7.1 undertaking further higher education 7.2 undertaking professional development in specific areas of practice 7.3 internal training/development programs

VARIABLE	RANGE
	7.4 relevant conferences, seminars and workshops 7.5 reading relevant journals and literature 7.6 networking with internal/external colleagues 7.7 coaching and/or mentoring
8. Current professional practice/s	May include: 8.1 vocational competency and/or technical expertise in subject matter 8.2 professional practice as a trainer/facilitator,
9. Professional networks	May include: 9.1 informal networks with: 9.1.1 other trainers/facilitators 9.1.2 people working in industry/vocational area 9.1.3 contacts in vocational education and training 9.2 formal networks such as: 9.2.1 local/ trainer networks 9.2.2 interest and support groups 9.2.3 regional, specialist and peak associations 9.2.4 professional/occupation associations 9.2.5 communities of practice
10. Technology	May include: 10.1 computer-based communication, e.g. email, Internet, Extranet and Intranet 10.2 facsimile machines 10.3 telephone 10.4 video conferencing
11. Developments and trends	May include: 11.1 new/revised Training Packages in vocational area of expertise 11.2 legislative/regulatory changes in vocational area of competency 11.3 new developments/directions/trends in vocational education and training 11.4 policy changes in vocational education and training
12. Continuous support to improve techniques and processes	May include: 12.1 limited and systemic evaluation 12.2 records review and maintenance 12.3 self-assessment 12.4 strategic business/operational planning 12.5 ongoing education and training 12.6 team meetings and networking

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Modeled high standards of performance</li> <li>1.2 Determined personal development needs</li> <li>1.3 Participated in professional development activities</li> <li>1.4 Reflected on and evaluate professional practice</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 relevant organizational/legal documentation</li> <li>2.2 access to relevant benchmarks</li> <li>2.3 access to networks, technology, communication</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Interview</li> <li>3.3 Written Test</li> <li>3.4 Third Party Report</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency** : **DEVELOP AND PROMOTE APPRECIATION FOR COSTS AND BENEFITS OF TECHNICAL TRAINING**

**Unit Code** : **500232109**

**Unit descriptor** : This unit covers the outcomes required in estimating and evaluating costs and benefits of training, determining its cost-effectiveness and returns, and identifying, recommending and advocating cost-efficient training practices.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Study training cost components	1.1 Features and benefits of training programs are identified and analyzed based on financial and customer requirements 1.2 Cost components are analyzed to determine those which deliver the desired training features and benefits 1.3 Wastages or excesses are determined for possible reduction or elimination	1.1 Basic arithmetic – four fundamental operations 1.2 Basic cost accounting and bookkeeping 1.3 Basic training methodology including training costs and benefits 1.4 Training system evaluation concepts 1.5 Positive work traits and values (attention to detail, persistence, cost-consciousness, safety- and time-consciousness, quality-consciousness)	1.1 Communication skills 1.2 Computer literacy 1.3 Computational and accounting skills 1.4 Observing safety and health precautions 1.5 Instructional and facilitation skills
2. Evaluate training costs and benefits	2.1 Variances in training performance and results are studied	2.1 Knowledge of Business Analytics 2.2 Financial Ratios	2.1 Research skills to: 2.1.1 Keep up with trends in vocational education and

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>to determine good and bad practices</p> <p>2.2 Planned performance is compared with actual performance to identify future enhancements in conduct of training</p> <p>2.3 Cost reduction and control measures that do not impact greatly on training results are recommended</p> <p>2.4 Usage of training resources is analyzed for optimization or reduction</p>		<p>training to obtain current information</p> <p>2.1.2 Identify relevant industry affiliations</p> <p>2.1.3 Keep up with trends/changes /developments in the vocational area of competency</p> <p>2.2 communication skills to:</p> <p>2.2.1 Obtain feedback from colleagues and clients</p> <p>2.2.2 Participate in professional networks</p> <p>2.2.3 Consult with colleagues and clients</p> <p>2.3 interpersonal skills to:</p> <p>2.3.1 Participate in industry events and activities</p> <p>2.3.2 Build professional relationships</p> <p>2.3.3 Networking skills to build an industry network</p> <p>2.4 literacy skills to:</p> <p>2.4.1 Document personal learning needs</p> <p>2.4.2 Read and interpret</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
			vocational education and training information such as legal/ organizational policy documents 2.4.3 Complete and maintain records related to professional development 2.4.4 Ability to analyze organizational financial performance
3. Monitor conduct and results of training	3.1 Simple formative and summative evaluations of training are done to evaluate achievement of learning outcomes 3.2 Quality training programs are monitored and noted/documented for best practices and results replication 3.3 <b>Benefits and returns on training investments</b> are studied using <b>relevant data</b> 3.4 Cost-effective training programs are identified and recommended for documentation, replication and further enhancement.	3.1 Approaches in measuring organizational and individual performance 3.2 Benefits and returns on training investment: 3.3 Long-term impact such as: 6.6.1 Increase d profitability of firm 6.6.2 Industrial peace 3.4 Immediate results such as: 3.4.1 Positive customer feedback	3.1 research skills to: 3.1.1 keep up with trends in vocational education and training to obtain current information 3.1.2 identify relevant industry affiliations 3.1.3 keep up with trends/changes /developments in the vocational area of competency 3.2 Communication skills to: 3.2.1 Obtain feedback from colleagues and clients

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		3.4.2 Less product recalls/reject 3.4.3 Consistent/increasing school enrolment 3.4.4 Higher absorption rate of graduates 3.4.5 Lower drop-out rates 3.4.6 Lower worker attrition rate 3.4.7 Relevant training data 3.4.8 Data from graduate tracer studies 3.4.9 Enrolment data 3.4.10 Trainee drop-out 3.4.11 Trainee learning evaluation 3.4.12 Employment/absorption rate 3.4.13 Reaction-level evaluation 3.4.14 Trainee skills certification rate 3.4.15 Per-capita training costs	3.2.2 Participate in professional networks 3.2.3 Consult with colleagues and clients 3.3 Interpersonal skills to: 3.3.1 Participate in industry events and activities 3.3.2 Build professional relationships 3.3.3 Networking skills to build an industry network 3.4 Literacy skills to: 3.4.1 Document personal learning needs 3.4.2 Read and interpret vocational education and training information such as legal/organizational policy documents 3.4.3 Complete and maintain records related to professional development 3.4.4 Ability to analyze organizational

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		3.4.16 Skill utilization rate	financial performance
4. Promote awareness of costs and benefits of training	<p>4.1 Benefits of training as investment rather than cost center are explained and stressed to trainees, fellow trainers and administrators where applicable</p> <p>4.2 Economy in use of training supplies and materials and care in use of training equipment and facilities are stressed continually</p> <p>4.3 Model/best practices in optimum and judicious use of training resources are documented, practiced and demonstrated</p>	<p>4.1 Way of cascading organizational milestones and performance</p> <p>4.2 Ways of engaging stakeholders in innovating organizational practices</p>	<p>4.1 Research skills to:</p> <p>4.1.1 Keep up with trends in vocational education and training to obtain current information</p> <p>4.1.2 Identify relevant industry affiliations</p> <p>4.1.3 Keep up with trends/changes /developments in the vocational area of competency</p> <p>4.2 Communication skills to:</p> <p>4.2.1 Obtain feedback from colleagues and clients</p> <p>4.2.2 Participate in professional networks</p> <p>4.2.3 Consult with colleagues and clients</p> <p>4.3 Interpersonal skills to:</p> <p>4.3.1 Participate in industry events and activities</p> <p>4.3.2 Build professional relationships</p> <p>4.3.3 Networking skills to build</p>



ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
			<p>an industry network</p> <p>4.4 Literacy skills to:</p> <p>4.4.1 Document personal learning needs</p> <p>4.4.2 Read and interpret vocational education and training information such as legal/organizational policy documents</p> <p>4.4.3 Complete and maintain records related to professional development</p> <p>4.4.4 Ability to analyze organizational financial performance</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Benefits and returns on training investment	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1 Long-term impact such as:               <ul style="list-style-type: none"> <li>1.1.1 Increased profitability of firm</li> <li>1.1.2 Industrial peace</li> <li>1.1.3 Recruitment costs (e.g. cost in advertising)</li> <li>1.1.4 Cost in hiring manpower that will process the application of the new employees (e.g. human resources personnel), both internal and external</li> <li>1.1.5 Costs in the orientation of the new employees covering both manpower used in the orientation and materials</li> </ul> </li> <li>1.2 Immediate results such as:               <ul style="list-style-type: none"> <li>1.2.1 Positive customer feedback</li> <li>1.2.2 Less product recalls/rejects</li> <li>1.2.3 Consistent/increasing school enrolment</li> <li>1.2.4 Higher absorption rate of graduates</li> <li>1.2.5 Lower drop-out rates</li> <li>1.2.6 Lower worker attrition rate</li> </ul> </li> </ul>
2. Relevant training data	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1 Data from graduate tracer studies</li> <li>2.2 Enrolment data</li> <li>2.3 Trainee drop-out</li> <li>2.4 Trainee learning evaluation</li> <li>2.5 Employment/absorption rate</li> <li>2.6 Reaction-level evaluation</li> <li>2.7 Trainee skills certification rate</li> <li>2.8 Per-capita training costs</li> <li>2.9 Skill utilization rate</li> <li>2.10 Surveys</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to identify, estimate and evaluate training cost components</li> <li>1.2 Demonstrated ability to assess training programs according to their cost-effectiveness and return on investment</li> <li>1.3 Demonstrated ability to explain training costs and benefits and advocate cost-effective training</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to training and enrolment data, e. g., collection, expenses, trainee performance data</li> <li>2.2 Access to an ongoing training program</li> <li>2.3 Case problems in cost-effective training</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Case problems</li> <li>3.2 Written exam</li> <li>3.3 Interview</li> <li>3.4 Submission and presentation of written report or case study</li> <li>3.5 Portfolio</li> <li>3.6 Third-party report</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency : DEVELOP AND PROMOTE UNDERSTANDING OF GLOBAL LABOR MARKETS**

**Unit Code : 500232110**

**Unit descriptor :** This unit describes the outcomes required in understanding, analyzing and disseminating information on global labor-market trends and concerns as they affect the TVET, labor and employer sectors.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Identify current and future trends/ concerns	1.1 Relevant and reliable <b><i>sources of labor-market information</i></b> (LMI) are identified and accessed based on needs 1.2 Global and local relevance of labor-market (LM) trends are studied and analyzed for their implications in the labor and training market 1.3 Relevant events, including positions and interests of trainees, clients and training providers are studied and considered in the design and delivery of training	1.1 Labor-market paradigm 1.1.1 Supply side – TVET providers and schools communities 1.1.2 Demand side – employers (government and private sector) 1.1.3 Labor requirements variations and seasonality in the LM 1.1.4 Skills needs anticipation systems 1.2 TVET sector knowledge – work regime, systems, technologies and unique aspects relevant to sector or geographic area 1.3 Profile of TVET sector	1.1 Researching LMI 1.2 Analyzing the relevance, accuracy and shortcomings of information 1.3 Researching skills needs anticipation systems

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		stakeholders, opinion leaders and major players 1.4 Legislations and regulations that impact on the TVET sector	
2. Assess new developments	2.1 Emerging issues of potential significance to the local and global labor markets are identified and studied 2.2 Research findings are assessed for significance to the technical and vocational education and training (TVET) sector 2.3 Opportunities and risks of new developments are identified and assessed 2.4 Views of trainees, training providers and other stakeholders are identified and assessed for their potential benefit or impact 2.5 Where necessary <b>responses and strategies</b> for LM threats and opportunities are developed in consultation with other TVET partners 2.6 New and emerging concepts, technologies, products and processes are noted and evaluated based on their implications for the TVET and labor market	2.1 Events and trends that have shaped the global labor market over time 2.2 Trends in customer expectations and buying patterns 2.3 Responses and strategies 2.3.1 Retraining 2.3.1 Search for new markets and partners 2.3.1 Skills updating/upgrading 2.3.1 Refresher courses 2.3.1 Updating of competency standards 2.3.1 Competency assessment and certification 2.3.1 Adoption of new training methods and technologies 2.3.1 Redesign of training programs/courses	2.1 Discerning trends, issues and implications 2.2 Assessing threats and opportunities 2.3 Communication and presentation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
3. Utilize labor market information to best effect	<p>3.1 Awareness of LM situation and related concerns are promoted through talks, lectures and other training opportunities</p> <p>3.2 Relevant information on LM and new technologies are incorporated in the curriculum and during the training</p> <p>3.3 Mention/ Presentations of LMI and trends are made during meetings, fora and training situations using language and delivery styles adapted to the audience</p> <p>3.4 Where necessary, responses and strategies to global labor-market developments are developed and recommended using <b>analytical tools</b> and current LMI</p>	<p>3.1 Analytical tools</p> <p>3.1.1 SWOT analysis</p> <p>3.1.2 Force-field analysis</p> <p>3.1.3 Problem/Objectives tree</p> <p>3.1.4 Fishbone/cause-and-effect diagram</p>	<p>3.1 Research skills to:</p> <p>3.1.1 Keep up with trends in vocational education and training to obtain current information</p> <p>3.1.2 Identify relevant industry affiliations</p> <p>3.1.3 Keep up with trends/changes/developments in the vocational area of competency</p> <p>3.2 communication skills to:</p> <p>3.2.1 Obtain feedback from colleagues and clients</p> <p>3.2.2 Participate in professional networks</p> <p>3.2.3 Consult with colleagues and clients</p> <p>3.3 Interpersonal skills to:</p> <p>3.3.1 Participate in industry events and activities</p> <p>3.3.2 Build professional relationships</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
			3.3.3 Networking skills to build an industry network 3.4 literacy skills to: 3.4.1 Document personal learning needs 3.4.2 Read and interpret vocational education and training information such as legal/ organizational policy documents 3.4.3 Complete and maintain records related to professional development 3.4.4 Ability to analyze organizational financial performance

## RANGE OF VARIABLES

VARIABLE	RANGE
1. LMI sources	May include: 1.1 Professional literature and journals 1.2 Industry associations 1.3 Resource persons 1.4 Internet sites, e. g., Jobs DB 1.5 Industry/trade meetings/conferences 1.6 Trade fairs 1.7 Network of contacts or key informants 1.8 Statistical reports 1.9 Government agencies, e. g., NSCB/NSO, DOLE (BLE, POEA, BLES, DILG, LGUs) 1.10 Chambers of Commerce and Industry
2. Responses and strategies	May include: 2.1 Retraining 2.2 Search for new markets and partners 2.3 Skills updating/upgrading 2.4 Refresher courses 2.5 Updating of competency standards 2.6 Competency assessment and certification 2.7 Adoption of new training methods and technologies 2.8 Redesign of training programs/courses
3. Analytical tools	May include: 3.1 SWOT analysis 3.2 Force-field analysis 3.3 Problem/Objectives tree 3.4 Fishbone/cause-and-effect diagram



## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to understand and analyze global labor markets</li> <li>1.2 Demonstrated ability to identify and take advantage of opportunities in the global LM</li> <li>1.3 Demonstrated ability to respond to potential threats to TVET arising from LM trends</li> <li>1.4 Demonstrated ability to adapt technical training to global LM trends</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 TVET situationers and/or LMI research reports</li> <li>2.2 Case problems</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Interview and oral questioning based on case problems</li> <li>3.2 Demonstration with oral questioning of an oral presentation made by the candidate</li> <li>3.3 Third-party report</li> <li>3.4 Portfolio (includes reports, recommendations, research and information relating to the global LM written by candidate)</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

## CORE COMPETENCY

**Unit of Competency** : **PERFORM JOB ANALYSIS**

**Unit Code** : **TVT232314**

**Unit descriptor** : This unit covers the knowledge, skills and attitudes required to establish initial job profile, improve job profile and perform task analysis.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Establish initial job profile	1.1 Scope of job is listed based on company operation and standards 1.2 Duties and tasks are enumerated and sequenced based on company operation and standards 1.3 Initial job profile is submitted following workplace procedures.	1.1 Nature and content of a Job profile 1.2 Competencies of the job being analyzed 1.3 Writing reports 1.4 Job role definition	1.1 Planning and organizational skills 1.2 Identifying duties and responsibilities 1.3 Identifying specific tasks performed for each duty 1.4 Identifying general knowledge and skills, worker behaviors needed 1.5 Sequencing duty and task statements 1.6 Report writing skills
2. Improve job profile	2.1 Job profile is reviewed through consultation with <b><i>relevant personnel.</i></b> 2.2 Result of the review is consolidated following workplace procedures. 2.3 Job profile is finalized and submitted for approval based on	2.1 Validation criteria 2.2 Process of validation 2.3 Consolidation methods 2.4 Technical Writing	2.1 Consultation and validation skills 2.2 Consolidation and organizing skills 2.3 Technical writing skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	the result of consultation.	2.5 Knowledge on existing standards of a specific skills	
3. Perform task analysis	3.1 Steps for each task are identified according to finalized job profile. 3.2 Knowledge, skills and attitude are listed according to finalized job profile. 3.3 Resources are listed according to finalized job profile.	3.1 Methods of analysis 3.2 Parameters for defining knowledge, skills, and attitudes 3.3 Technical writing 3.4 Resources of each job profile	3.1 Analytical skills 3.2 Identifying tools, equipment, supplies, and materials 3.3 Technical writing skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Relevant personnel	May include: <ul style="list-style-type: none"> <li>1.1 HR</li> <li>1.2 Workplace supervisor</li> <li>1.3 Training manager</li> <li>1.4 Industry coordinator</li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Prepared written communication following standard format of the organization</li> <li>1.2 Accessed information using communication equipment</li> <li>1.3 Made use of relevant terms as an aid to transfer information effectively</li> <li>1.4 Identified initial job profile</li> <li>1.5 Reviewed and finalized job profile</li> <li>1.6 Performed task analysis</li> <li>1.7 Identified resources based on finalized job profile</li> </ul>
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> <li>2.1 Fax machine</li> <li>2.2 Telephone</li> <li>2.3 Writing and printing materials</li> <li>2.4 Internet</li> <li>2.5 Conference room</li> <li>2.6 Facilitation materials</li> <li>2.7 Simulated workplace</li> <li>2.8 References and manuals</li> </ul>
3. Method of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> <li>3.1 Written exam</li> <li>3.2 Demonstration with oral questioning</li> <li>3.3 Portfolio with interview</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency** : **PREPARE FOR TRAINING**

**Unit Code** : **TVT232315**

**Unit descriptor** : This unit covers the knowledge, skills and attitudes in planning and preparing for training plan for an in-company training. It includes competencies to identify training requirements, prepare course brief, training plan, learning materials and other resources and training facilities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Identify training requirements	1.1 Relevant <b>policies and guidelines</b> are accessed and interpreted to guide the development of work-based arrangements based on <b>standards</b> . 1.2 Current competencies of the target group are identified based on the gathered data. 1.3 Training gaps are identified based on current competencies and company standards.	1.1 Company standards 1.2 Data gathering methods 1.3 Report writing 1.4 Office productivity tools: word processing and spreadsheet 1.5 Quality Environmental Health and Safety (QEHS) 1.6 Concepts and Principles of TNA 1.7 Analysis tools	1.1 Accessing and interpreting relevant policies and guidelines 1.2 Identifying current competencies of target group 1.3 Identifying training gaps 1.4 Computer skills 1.5 Analyzing training need
2. Prepare course brief	2.1 Working and learning tasks are determined for specific target group based on the identified training gaps. 2.2 Learning Goals of the trainees are discussed and coordinated with <b>relevant personnel</b> 2.3 <b>Course outline</b> is drafted based on	2.1 Components of course brief: 2.1.1 Goal 2.1.2 course description 2.1.3 objectives 2.1.4 participant 2.1.5 course outline 2.1.6 training duration	2.1 Planning and organizational skills 2.2 Technical writing 2.3 Instructional Designing

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	identified learning goals and objectives.	2.2 Relevant provisions of DTS Law 2.3 Relevant provisions of Apprenticeship Law 2.4 Magna Carta for Women and Children 2.5 ID theories and principles 2.6 Factors to consider in selecting learning contents 2.7 Training/Learning methods and strategies	
3. Prepare training plan	3.1 Rotation plan is conferred with <b>relevant personnel</b> 3.2 <b>Support mechanisms</b> are identified and arranged according to the needs of the trainees 3.3 <b>Training delivery modes</b> are identified 3.4 <b>Training methods</b> that pertains to the required competencies are addressed. 3.5 Learning events are identified and sequenced based on course brief. 3.6 Formative assessment method are identified based on training objectives.	3.1 Training Delivery Modes 3.2 Adult learning principles 3.3 Types of Training support mechanism 3.4 Sequencing Learning Events/Activities 3.5 Types of Assessment 3.6 The training rotation plan 3.6.1 Training venue 3.6.2 Training duration	3.1 Instructional Designing 3.2 Assessing Learning 3.3 Arranging learning events/activities 3.4 Sequencing skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	3.7 Finalized training plan is presented to the <b>relevant personnel</b> for approval.		
4. Prepare learning materials and other resources	4.1 Availability of learning materials and other resources are confirmed with <b>relevant personnel</b> if within the budget requirements 4.2 Learning materials are prepared in accordance to training objectives. 4.3 Resource requirements are <b>prepared</b> in accordance with the organization's procedures.	4.1 Instructional Materials development Concepts and Principles 4.2 Types of Learning materials	4.1 Planning, communication and organizational skills 4.2 Costing skills 4.3 Negotiation skills 4.4 Preparing presentation materials 4.5 Preparing learning materials
5. Prepare training facilities	5.1 <b>Training locations</b> are identified and arranged according to the training needs. 5.2 Training Activities are coordinated with relevant personnel 5.3 Training facilities are set-up according to the training needs. 5.4 Safety and housekeeping practices are observed following Occupational Safety and Health Standards (OSHS) and relevant environmental laws.	5.1 Factors to consider in preparing learning stations 5.2 OSHS	5.1 Preparing learning stations 5.2 Practicing safety and housekeeping

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Policies and guidelines	May include: 1.1 Relevant acts or legislations governing apprenticeships/learnerships 1.2 Laws on gender advocacy and development (GAD) and persons with disabilities (PWD) 1.3 Requirements stated in the training contract
2. Standards	Standards May include: 2.1 National Competency standards 2.2 Industry specific competency standards 2.3 International Labor Organization (ILO) regional competency standards 2.4 Occupational Health and Safety Standards specific to the preparation of learning stations
3. Relevant personnel	May include: 3.1 Workplace supervisor 3.2 Training manager 3.3 Other trainer/facilitator/assessor 3.4 Training or assessment personnel 3.5 Workers whose own jobs may be affected by the proposed changes
4. Course outline	May include: 4.1 Content 4.2 Methods 4.3 Materials 4.4 Training duration
5. Support mechanisms	Mechanisms may include: 5.1 Contact numbers for help or guidance 5.2 On-line or e-mail tutoring 5.3 Work-based mentoring 5.4 Learning partners 5.5 Contact numbers of other trainees 5.6 Equipment/tools/material needs
6. Training delivery modes	May include but are not limited to the following: 6.1 Dual training 6.2 On- the-job / off- the- job training 6.3 Distance delivery 6.4 Self-paced individualized delivery 6.5 Community training
7. Training methods	May include but are not limited to the following: 7.1 Oral presentations 7.2 Simulation activities 7.3 Group work 7.4 Demonstration 7.5 Laboratory work 7.6 Assignments 7.7 Computer-based learning



<b>VARIABLE</b>	<b>RANGE</b>
	7.8 Group discussion 7.9 Lecture
8. Preparation of resource requirements	May include reservation and procurement of: 8.1 supplies, 8.2 materials 8.3 equipment for the training
9. Training locations	May include: 9.1 Lecture room 9.2 Training facilities 9.3 Workshop/laboratories
10. Training plan	Training Plan to include: 10.1 Competencies to be obtained 10.2 Timeframe for achieving competencies 10.3 Training to be undertaken 10.4 Delivery modes 10.5 Details for structured training 10.6 Assessment details and arrangements 10.7 Parties responsible for training delivery and assessment 10.8 Title of qualification to be awarded

## **EVIDENCE GUIDE**

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified training requirements 1.2 Prepared course brief 1.3 Prepared training plan 1.4 Prepared learning materials and other resources 1.5 Prepared training facilities
2. Resource Implications	The following resources should be provided: 2.1 Simulated workplace 2.2 Learning materials and other resources 2.3 Tools, materials, and equipment relevant to the task to be demonstrated 2.4 References and manuals 2.5 Relevant PPEs
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Work related project 3.2 Portfolio with interview 3.3 Third party report 3.4 Written exam 3.5 Demonstration with oral questioning
4. Context of Assessment	4.1 Competency must be assessed on actual job or accredited assessment center 4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines

**Unit of Competency** : **CONDUCT TRAINING**

**Unit Code** : **TVT232316**

**Unit descriptor** : This unit covers the knowledge, skills and attitudes required to prepare for implementation of training, implement learning sessions, monitor and support trainee's learning process and evaluate learning session

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Prepare for implementation of training	1.1 <b>Training delivery</b> is customized based on work and training environment factors 1.2 <b>Trainees' profile</b> is analyzed in reference to the trainee entry level requirements 1.3 Availability of <b>resources</b> for conduct of training batch confirmed according to training requirements 1.4 Training plan is adjusted in accordance with the trainees' profile	1.1 Analyzing profile of learners batch 1.2 Checking availability of administrative and logistics support for conducting specific training batch 1.3 Work and training environment factors 1.4 Training delivery	1.1 Learners data analysis skills 1.2 Anticipating potential issues and concerns in administrative and logistics support during specific conduct of training 1.3 Customizing training delivery
2. Implement learning sessions	2.1 Learners are oriented on the flow of the Competency-based Training (CBT) delivery system 2.2 Training is facilitated following the training plan. 2.3 Learners are guided to perform tasks according to work requirements	2.1 CBT Delivery System Learning principles 2.2 Learning styles 2.3 Learning process 2.4 Training strategies 2.5 Workplace decorum	2.1 Facilitating individual and group learning 2.2 Conducting pre-assessment of learners 2.3 Conducting formative assessment
3. Monitor and support trainee's learning process	3.1 Learners' performance are monitored based on work requirement 3.2 Learners' difficulties are addressed based on work requirement 3.3 Feedback is provided to improve learners	3.1 Learning process monitoring techniques 3.2 Approaches to addressing CBT learning gaps and challenges	3.1 Process observation skills 3.2 Addressing CBT learning gaps and challenges 3.3 Administering feedback sessions

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	performance based on work requirement	3.3 Dynamics of feedback-giving and receiving 3.4 Preparation of activity checklist	3.4 Conducting formative assessment 3.5 Preparing activity checklist
4. Evaluate learning session	4.1 Orientation on training evaluation procedures is done according to company standards. 4.2 Evaluation data are gathered according to company standards. 4.3 Data gathered from evaluation are analyzed against training plan. 4.4 Relevant parts of the Competency-based Training (CBT) delivery system are adjusted based on session evaluation results	4.1 Orientation of training evaluation procedures 4.2 Tools and techniques for evaluating training sessions 4.3 Training Evaluation Data analysis 4.4 Adjustment of CBT delivery system	4.1 Conducting orientation on training evaluation procedures 4.2 Administering and analyzing training session evaluation tools 4.3 Gathering evaluated data 4.4 Adjusting Competency-based Training (CBT) delivery system

## **RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Training delivery	May include: 1.1 Time allocation 1.2 Resources 1.3 Strategies 1.4 Content 1.5
2. Trainees' profile	May include: 2.1 Age 2.2 Gender 2.3 Education 2.4 Work experience 2.5 Language
3. Resources	May include: 3.1 physical 3.2 financial 3.3 administrative resources

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared for implementation of training</li> <li>1.2 Analyzed trainees' profile</li> <li>1.3 Implemented training sessions</li> <li>1.4 Monitored and supported trainee's learning process</li> <li>1.5 Evaluated training session</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Simulated workplace</li> <li>2.2 Tools, materials, and equipment relevant to the task to be demonstrated</li> <li>2.3 Relevant curriculum document</li> <li>2.4 References and manuals</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Written exam</li> <li>3.3 Portfolio</li> <li>3.4 Third party report</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency must be assessed on actual job or accredited assessment center</li> <li>4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines</li> </ul>

**Unit of Competency** : **CONDUCT END-OF-TRAINING ASSESSMENT**

**Unit Code** : **TVT232317**

**Unit descriptor** : This unit covers the knowledge, skills and attitudes in conducting assessment. It details the requirements for reviewing evidence requirements and assessment methods, organizing assessment activities, facilitating end-of-training and evaluating assessment activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Review evidence requirements	1.1 Required <b>evidences</b> are revisited from company standards with reference to the outcome of job analysis 1.2 Sufficiency of <b>evidences</b> are checked with reference to evidence plan. 1.3 Required evidences are compiled according to company standards.	1.1 Competency Standards based assessment 1.2 Evidence requirements 1.3 Assessment criteria 1.4 Evidence gathering process, method and tools 1.5 Rules of evidence 1.6 Critical aspect of competence 1.7 Purpose of assessment	1.1 Accessing and interpreting industry and company standards 1.2 Understanding of the evidence requirements 1.3 Communication skills 1.4 Evaluation and analytical skills 1.5 Skills in gathering evidence 1.6 Planning and organizational skills
2. Review assessment methods and tools	2.1 <b>Assessment methods</b> are checked for appropriateness according to <b>evidence</b> requirements. 2.2 Evidence plan is checked for sufficiency based on <b>evidence</b> requirements. 2.3 Reasonable adjustments in the <b>assessment</b>	2.1 Assessment Methods 2.2 Evidence requirements 2.3 Evidence Plan 2.4 Principles of Assessment 2.5 Types of Assessment 2.5.1 Formative 2.5.2 Summative 2.5.3 Work integrated 2.5.4 Diagnostic 2.5.5 Dynamic	2.1 Strategies for determining appropriate assessment methods 2.2 Analytical skills 2.3 Skills in making assessment decisions 2.4 Preparation of Rating scale

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p><i>methods</i> are proposed according to trainees' profile.</p> <p>2.4 Assessment tools are reviewed for validity and technical correctness</p> <p>2.5 Assessment criteria are reviewed based on identified performance criteria</p>	<p>2.5.6 Synoptic</p> <p>2.6 Appropriate assessment tools for a given assessment method.</p> <p>2.7 Identification of Assessment Criteria</p>	
3. Organize assessment activities	<p>3.1 Assessment activities are coordinated in accordance with the assessment plan.</p> <p>3.2 Resources required for assessment are organized according to assessment plan.</p> <p>3.3 <b>Relevant personnel</b> are informed of the assessment activity in line with industry policy and procedures.</p>	<p>3.1 Assessment plan, Assessment methods,</p> <p>3.2 Characteristics of assessment venue</p> <p>3.3 Principles of assessment</p> <p>3.4 Equipment and materials specification</p> <p>3.5 Calculation of costs</p> <p>3.6 Environment safety and Health management system</p> <p>3.7 Organizational policy and procedures on acceptable cost range</p> <p>3.8 Organizational policy on conduct of end of training assessment.</p> <p>3.9 Roles of personnel in assessment</p>	<p>3.1 Identifying assessment activities</p> <p>3.2 Preparing request for purchase with justification</p> <p>3.3 Communication skills</p> <p>3.4 Add topics from element &amp; performance criteria</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		3.10 Procedure in organizing required resources: 3.10.1 Obtaining 3.10.2 Checking 3.10.3 Arranging	
4. Facilitate end-of-training assessment	<p>4.1 Trainees are oriented on the conduct of assessment based on assessment plan</p> <p>4.2 Needs of the trainee are determined to establish any allowable adjustments in the assessment procedure</p> <p>4.3 <b>Evidences</b> are collected and documented in accordance with the assessment procedures specified in the relevant Assessment Plan</p> <p>4.4 <b>Evidences</b> are evaluated following the designed rubrics and the requirements of the industry standards</p> <p>4.5 Assessment decision is made based on evaluation of the gathered evidences.</p> <p>4.6 Assessment result is recorded and secured in</p>	<p>4.1 Assessment procedure, assessment plan, allowable adjustment,</p> <p>4.2 Context of assessment</p> <p>4.3 Evidence</p> <p>4.4 Verbal and non verbal language</p> <p>4.5 Supportive assessment environment</p> <p>4.6 Evidence gathering methods, observation etiquette, reasonable adjustment, assessment tools</p> <p>4.7 Dimensions of competency</p> <p>4.8 Use of rubrics</p> <p>4.9 Rules of evidence</p> <p>4.10 Evaluation of evidences</p> <p>4.11 Record management guidelines</p>	<p>4.1 Conduct Orientation</p> <p>4.2 Note taking</p> <p>4.3 Use of rating sheets</p> <p>4.4 Observation skills</p> <p>4.5 Decision making skills</p> <p>4.6 Use of organization assessment records</p> <p>4.7 Skills to provide feedback</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>accordance with approved <b>record keeping</b> guidelines of the organization.</p> <p>4.7 <b>Feedback</b> is given to the trainee in line with the relevant Assessment Plan</p>		
5. Evaluate assessment activities	<p>5.1 Assessment activities are reviewed according to industry standards.</p> <p>5.2 Consistency of assessment decision is reviewed with reference to performance standards</p> <p>5.3 Discrepancies and inconsistencies are recorded based on industry standards</p> <p>5.4 Reviewed activities and approach are documented based on industry standards</p> <p>5.5 Recommendation for improvement is prepared based on the result of evaluation</p>	<p>5.1 Principles of assessment</p> <p>5.2 Procedure of assessment evaluation</p>	<p>5.1 Evaluating assessment activities</p> <p>5.2 Preparing evaluation report</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Relevant personnel	May include: <ul style="list-style-type: none"> <li>1.1 HR</li> <li>1.2 Workplace supervisor</li> <li>1.3 Training manager</li> <li>1.4 Other trainer/facilitator/assessor</li> <li>1.5 Training or assessment personnel</li> <li>1.6 Workers whose own jobs may be affected by the proposed changes</li> </ul>
2. Evidences	Evidences may include both: <ul style="list-style-type: none"> <li>2.1 Direct evidence</li> <li>2.2 Indirect evidence</li> <li>2.3 Historical evidence</li> </ul>
3. Assessment Methods	Assessment methods may include but are not limited to: <ul style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Questioning</li> <li>3.3 Demonstration</li> <li>3.4 Third Party Reports</li> <li>3.5 Portfolio</li> <li>3.6 Written test</li> <li>3.7 Simulation</li> </ul>
4. Record keeping	Record keeping may include: <ul style="list-style-type: none"> <li>4.1 Forms designed for the specific assessment result</li> <li>4.2 Checklist for recording</li> <li>4.3 Observations/process</li> <li>4.4 Records of the assessment procedure</li> <li>4.5 Evidence collected</li> <li>4.6 Combination of the above</li> </ul>
5. Feedback	May include: <ul style="list-style-type: none"> <li>5.1 Assessment decision</li> <li>5.2 Gaps</li> <li>5.3 Remediation</li> <li>5.4 Observations (strengths and weaknesses)</li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Organized assessment activities 1.2 Facilitated end-of-training assessment 1.3 Evaluated assessment activities
2. Resource Implications	The following resources should be provided: 2.1 Simulated workplace 2.2 Tools, materials, and equipment relevant to the task to be demonstrated 2.3 Relevant curriculum document 2.4 References and manuals
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ with oral questioning 3.2 Written examination 3.3 Portfolio 3.4 Third party report
4. Context of Assessment	4.1 Competency must be assessed on actual job or accredited assessment center 4.2 Competency assessment must be undertaken in accordance with endorsed TESDA assessment guidelines

### 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 **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)**.

#### 3.1 CURRICULUM DESIGN

Course Title: **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)**

NC Level: **LEVEL I**

##### Nominal Training Duration:

124	hrs	–	Basic Competencies
80	hrs	–	Core Competencies
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<b>204</b>	hrs	–	Total

##### Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills of an, in-company trainer, training officer, industry trainer, training and development officer, technical trainer, workplace trainer, training specialist, technology specialist, and training facilitator. It includes competencies in performing job analysis, preparing for training, conducting training, planning end-of-training assessment, and conducting end-of-training assessment.

To obtain this, all units prescribed for this qualification must be achieved.

**BASIC COMPETENCIES**  
**124 Hours**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Lead workplace Communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> <li>• Usage of various communication methods in workplace processes</li> <li>• Demonstrate use of questions to gain information</li> <li>• Explain how to validate correctness of information</li> <li>• Describe how to organize information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	8 hours
	1.2 Lead workplace discussions	<ul style="list-style-type: none"> <li>• Explain communication skills for leading teams</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	
	1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> <li>• Describe how performance gaps in the workplace are addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	
2. Apply math and science principles in technical training	2.1 Identify math and science manifestations in the course content and the workplace	<ul style="list-style-type: none"> <li>• Describe math and science requirements in the training plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	8 hours
	2.2 Relate math and science concepts to	<ul style="list-style-type: none"> <li>• Prepare class example and assignments for</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	common and workplace situations	application of math and science along the course content			
	2.3 Assess trainees' internalization of math and science concepts	<ul style="list-style-type: none"> <li>Describe assessment methods to identify gaps in understanding math and science principles along the trade area or subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>	
	2.4 Introduce further enhancements				
3. Apply environmental principles and advocate conservation	3.1 Follow environmental workplace practices	<ul style="list-style-type: none"> <li>Identify Environmental hazard and risk analysis</li> <li>Discuss ways to avoiding or minimizing environmental risks and improving environmental performance</li> <li>Discuss methods of waste minimization and segregation</li> <li>Read and interpret data related to environmental monitoring</li> <li>Read signs and labels</li> <li>Identify emergency procedures</li> <li>Discuss and perform hazard and incident</li> </ul>	<ul style="list-style-type: none"> <li>Lecture/ Discussion</li> <li>Video presentation</li> <li>Focus group discussions</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Demonstration with oral questioning</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		recording and reporting procedures <ul style="list-style-type: none"> <li>• Recognize and discuss basic environmental hazards and threats</li> <li>• Discuss legislation, codes, national and international standards related to environment protection.</li> </ul>			
	3.2 Contribute to improve environmental work practices	<ul style="list-style-type: none"> <li>• Discuss strategies and approaches concerning the ff.:               <ul style="list-style-type: none"> <li>- Minimize hazards and risks,</li> <li>- Reduce and dispose of waste,</li> <li>- Efficient use energy</li> <li>- Conserve water</li> <li>- Reduce air and noise pollution</li> <li>- Make more efficient use of resources and improve environmental performance,</li> <li>- Reduce soil disturbance and improve habitat resources.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Question and Answer</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss environmental practices and policies related to:               <ul style="list-style-type: none"> <li>- Waste minimization and management,</li> <li>- Sustainability,</li> <li>- Local, regional, state and national strategies on weed and pest management,</li> <li>- Protection of land and habitat and conservation of resources,</li> <li>- Energy use,</li> <li>- Greenhouse gas emissions,</li> <li>- Use of chemicals, plant and equipment.</li> </ul> </li> </ul>			
	3.3 Recognize and report potential environmental threats	<ul style="list-style-type: none"> <li>• Discuss potential environmental threat or hazards that include:               <ul style="list-style-type: none"> <li>- spills, leaks, pollution, planned and unplanned emissions, soil compaction, disturbance and erosion,</li> <li>- Accidents and disposal of waste, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Focus Group Discussion</li> <li>• Presentation</li> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> <li>• Question and answer</li> <li>• Presentation (Practical demonstration)</li> </ul>	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>damage or disruption to ecosystems resulting from work practices.</p> <ul style="list-style-type: none"> <li>- Also includes plants, animals or diseases that are classified as an environmental threat or problem in an area,</li> <li>- Unauthorized changes in land use</li> <li>- Fire risks and threats, and inappropriate human interaction on the environment.</li> <li>- This may include damage to habitat resources, disruption of animal behavior and territorial use, illegal vegetation clearance, seed collection, firewood gathering, nest disturbance and egg collecting.</li> </ul>			
4. Utilize IT applications in	4.1 Set-up work environment	<ul style="list-style-type: none"> <li>• Review trainee's knowledge in basic computer operations</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Return-demo</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio (with Questioning)</li> </ul>	8 hours



<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
technical training		<ul style="list-style-type: none"> <li>Assess trainee's skill level in software operating systems</li> <li>Practice proper usage of printer and other productivity tools and office equipment</li> </ul>	<ul style="list-style-type: none"> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> </ul>	
	4.2 Utilize word processing application	<ul style="list-style-type: none"> <li>Enumerate the types of office documents i.e. reports, information sheets, etc.</li> <li>Discuss the standards in document formats</li> <li>Complete various exercises in creating documents using standard software and computer applications</li> <li>Practice processing documents using software application and printer</li> </ul>	<ul style="list-style-type: none"> <li>Lecture - discussion In individual Study</li> <li>Individual Exercise</li> <li>Individual Project</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Portfolio (with Questioning)</li> <li>Written test</li> <li>Evaluate case study results</li> </ul>	
	4.3 Utilize presenter application	<ul style="list-style-type: none"> <li>Differentiate the various presenter software available in the market</li> <li>Demonstrate how the presenter software operates, their features and applications</li> </ul>	<ul style="list-style-type: none"> <li>Individual Study</li> <li>Group Project</li> <li>Group Exercise/role play</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Portfolio (with Questioning)</li> <li>Written test</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Relate how instructors can utilize the presenter software in their trainings</li> <li>• Convert/export presentation into various formats to be utilized in different media</li> <li>• Practice the use of animation and transitions in the presentation</li> </ul>			
	4.4 Utilize spread sheet application	<ul style="list-style-type: none"> <li>• Review the basics in record keeping and book keeping</li> <li>• Understand the features of the work sheet software, its features and its applications</li> <li>• Apply formulas in the work sheet software</li> <li>• Learn the importance and proper application of charts and graphs</li> <li>• Practice utilizing other functions of the work sheet software relevant to the trainee's work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Individual study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio (with Questioning)</li> <li>• Written test</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	4.5 Utilize internet and www to communicate and collect information	<ul style="list-style-type: none"> <li>Review knowledge on internet browsing, email and other electronic communication application / software.</li> <li>Exercise in configuring browser settings, privacy and security</li> <li>Discuss best practices in avoiding data risks, malware and other security concerns related to internet usage</li> <li>Learn the basics in internet network hardware and software connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Individual study</li> <li>Group project</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Written test</li> <li>Portfolio (with Questioning)</li> </ul>	
5. Lead small teams	5.1 Provide team leadership	<ul style="list-style-type: none"> <li>Explain work requirements</li> <li>Define role of team members</li> <li>Explain the factors to consider in performance counselling</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Structured Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Case studies</li> </ul>	8 hours
	5.2 Assign responsibilities	<ul style="list-style-type: none"> <li>Perform teambuilding exercises</li> <li>Role play team negotiation and performance counselling</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Structured Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Case studies</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	5.3 Set performance expectations for team members	<ul style="list-style-type: none"> <li>Define performance expectation</li> <li>Explain the factors to consider in setting performance expectations</li> <li>Draft a KRA indicating negotiated individual performance expectations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Group Work</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Case studies</li> </ul>	
	5.4 Supervised team performance	<ul style="list-style-type: none"> <li>Identify methods of monitoring performance</li> <li>Explain importance of performance monitoring</li> <li>Explain various performance issues</li> <li>Explain different ways of providing feedback</li> <li>Role play how to provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Case studies</li> </ul>	
6. Apply work ethics, values and quality principles	6.1 Observe workplace policies and guidelines	<ul style="list-style-type: none"> <li>Explain Nature of Work</li> <li>Discuss Dignity of Work</li> <li>Explain the relationship between Values and Work Ethics</li> <li>Compare and contrast Core Values and Personal Values</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Role-playing/ simulation</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Case studies</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss the importance of Work Ethics</li> <li>• Explain how Excellence and Quality are practiced at Work</li> <li>• Analyze Work Functions of a person</li> </ul>			
	6.2 Value self-worth and profession	<ul style="list-style-type: none"> <li>• Compare and contrast Personal Leadership and Personal Management</li> <li>• Describe how Professional Image and practice are observed at work</li> <li>• Role play how to Respect the individuality of Learners and co-workers</li> <li>• Analyze how Professionalism is applied at work</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Role-playing/ simulation</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Case studies</li> </ul>	
	6.3 Observe proper conduct in dealing with learners and parents	<ul style="list-style-type: none"> <li>• Describe the Nature of Man and how it influence our behavior towards others</li> <li>• Explain Dignity as Inherent Value of man</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Role-playing/ simulation</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Case studies</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Describe how Inclusive Environment promotes equal opportunity</li> <li>• Describe situations on how to Deal with Learners and various types individuals</li> </ul>			
7. Work effectively in vocational education and training	7.1 Work within the vocational education and training policy framework	<ul style="list-style-type: none"> <li>• Read and discuss the various international and national vocational education and training policies and frameworks</li> <li>• Identify and discuss the various vocational education and training organizations and stakeholders</li> <li>• Identify and discuss the relevant legal and policy requirements, codes of practice, national standards and legislations</li> <li>• Identify and learn vocational education and training terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Focus group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Questioning</li> </ul>	4 hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	7.2 Work within the training organization's quality framework	<ul style="list-style-type: none"> <li>Identify and discuss relevant organizational documentation</li> <li>Identify and discuss internal quality policies and procedures</li> <li>Identify and discuss the organization's ethical and legal responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Focus group discussions</li> <li>Lecture</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Question and Answer</li> <li>Written</li> </ul>	4 hours
	7.3 Manage work and work relationships	<ul style="list-style-type: none"> <li>Discuss and share work issues related to: <ul style="list-style-type: none"> <li>time pressures</li> <li>work overload</li> <li>competing demands</li> <li>unexpected contingencies</li> <li>technology problems</li> <li>relations with other personnel</li> </ul> </li> <li>Discuss planning and relevant technological skills to manage and address client issues/relations</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> <li>Focus Group Discussion</li> <li>Presentation</li> <li>Sharing of experiences</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Question and answer</li> </ul>	4 hours
	7.4 Demonstrate a client-focused approach to work	<ul style="list-style-type: none"> <li>Discuss clients and their needs and expectations</li> <li>Discuss effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group discussion</li> <li>Lectures</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Oral questioning</li> </ul>	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		strategies in accordance with building better client relationships. <ul style="list-style-type: none"> <li>• Identify and discuss processes for evaluating and improving client satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Video presentation</li> </ul>		
8. Foster and promote an inclusive learning culture	8.1 Practice inclusivity	<ul style="list-style-type: none"> <li>• Identify principles underpinning inclusivity</li> <li>• discuss how to integrate inclusivity into learning, teaching and work practices</li> <li>• Describe the diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services.</li> <li>• Perform role-play to improve communication skills to reflect inclusive language and addressing cross-cultural communication.</li> <li>• Emphasize communication protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Lecturette</li> <li>• Simulation/ role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Demonstration</li> </ul>	2 hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.2 Promote and respond to diversity	<ul style="list-style-type: none"> <li>• Discuss relevant policies, legal requirements, codes of practice on: disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination, duty of care responsibilities and access and equity policies.</li> <li>• Perform role-play on verbal and body language relative to different cultures and backgrounds and differences in physical and intellectual abilities.</li> <li>• Discuss availability and types of supports for specific needs responding to diversity by stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Oral questioning</li> </ul>	2 hours
	8.3 Develop and implement work strategies to support inclusivity	<ul style="list-style-type: none"> <li>• Discuss issues identified to support inclusivity that are incorporated into work practices such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Writeshop/ workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Written test</li> </ul>	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Availability of Documented resources</li> <li>- Needs for physical environment support</li> <li>- OHS relating to the work role/work context,</li> <li>- Internal policies and procedures to meet OHS requirements</li> </ul>			
	8.4 Promote a culture of learning	<ul style="list-style-type: none"> <li>• Identify and discuss strategies, policies and systems of promoting a culture of inclusive learning emphasizing internationally accepted practices and standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Writeshop</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> </ul>	4 hours
	8.5 Monitor and improve work practices	<ul style="list-style-type: none"> <li>• Identify and discuss work practice improvement systems to enhance inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Writeshop/ workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> </ul>	4 hours
9. Ensure healthy and safe learning environment	9.1 Identify Occupational Health and Safety (OHS) responsibilities	<ul style="list-style-type: none"> <li>• Explain the concepts on Occupational Health and Safety</li> <li>• Understand the safety practices</li> <li>• Discuss the importance of Occupational Health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Case problems</li> <li>• Interview</li> </ul>	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		and Safety (OHS) in the workplace <ul style="list-style-type: none"> <li>• Describe the purpose and approaches of Occupational Health and Safety (OHS) responsibilities</li> <li>• Organize documentation of the Occupational Health and Safety (OHS) documents</li> <li>• Analyze the safety policies and responsibilities</li> </ul>			
	9.2 Identify hazards in the learning environment	<ul style="list-style-type: none"> <li>• Examination of the learning environment</li> <li>• List down all potential hazards in the learning environment</li> <li>• Discuss potential hazards with the specialist advisers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Case problems</li> <li>• Interview</li> </ul>	
	9.3 Assess risks in the learning environment	<ul style="list-style-type: none"> <li>• Describe the different potential hazards in the learning environment</li> <li>• Role play potential hazards and the countermeasures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Case problems</li> <li>• Interview</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain factors to consider in risk assessment</li> <li>• Assess the hierarchy of risks in the learning environment</li> </ul>			
	9.4 Develop and implement actions to ensure the health safety and welfare of learners and/or candidates	<ul style="list-style-type: none"> <li>• Learn the importance and of risk controls</li> <li>• Apply the concepts of hierarchy of control</li> <li>• Analyze the importance and proper application of risk control action plan</li> <li>• Explain the outstanding risk control actions to concerned parties</li> <li>• Demonstrate the use of personal protective equipment (PPEs)</li> <li>• Apply proper responses to potential hazards</li> <li>• Explain communication skills to the person-in-charge of Occupational Health and Safety (OHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Case problems</li> <li>• Interview</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.5 Provide appropriate Occupational Health and Safety (OHS) requirements to learners and/or candidates	<ul style="list-style-type: none"> <li>• Discuss the concepts of Occupational Health and Safety (OHS)</li> <li>• Analyze the hazards in entrance and exit points</li> <li>• Apply proper first aid requirements</li> <li>• Differentiate the concepts or hazards, incidents, injuries and faulty equipment</li> <li>• Identify proper actions when injury occur</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Case problems</li> <li>• Interview</li> </ul>	
	9.6 Monitor Occupational Health and Safety (OHS) arrangements in the learning environment	<ul style="list-style-type: none"> <li>• Explain the effective risk controls</li> <li>• Prepare the important items in writing incident and accident reports</li> <li>• Practice proper flow of investigation process</li> <li>• Draft investigation, incident and accident reports</li> <li>• Apply the monitoring system</li> <li>• Document and analyze the risk control and action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Case problems</li> <li>• Interview</li> </ul>	

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10. Maintain and enhance professional practice	10.1 Model high standards of performance	<ul style="list-style-type: none"> <li>Describe standards of professional performance</li> <li>Elaborate on organizational goals, processes, procedures and legal requirements</li> <li>Discuss ethical and inclusive practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Role-playing</li> <li>Case studies</li> <li>Reporting/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> <li>Interview</li> <li>Written test</li> <li>Written report</li> </ul>	8 hours
	10.2 Determine personal development needs	<ul style="list-style-type: none"> <li>Perform individual TNA</li> <li>Discuss importance of Feedback for professional development</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Role-playing</li> <li>Case studies</li> <li>Reporting/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> <li>Interview</li> <li>Written test</li> <li>Written report</li> </ul>	
	10.3 Participate in professional development activities	<ul style="list-style-type: none"> <li>Explain professional networking</li> <li>Discuss relevant OHS in Management of professional practice and performance</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Role-playing</li> <li>Case studies</li> <li>Reporting/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> <li>Interview</li> <li>Written test</li> <li>Written report</li> </ul>	
	10.4 Reflect on and evaluate professional practice	<ul style="list-style-type: none"> <li>Discuss trends and development in the professional field</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Role-playing</li> <li>Case studies</li> <li>Reporting/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> <li>Interview</li> <li>Written test</li> <li>Written report</li> </ul>	
11. Develop and promote	11.1 Study training cost components	<ul style="list-style-type: none"> <li>Identify the features of the training</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Case problems</li> </ul>	16 hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
appreciation for costs and benefits of technical training		<ul style="list-style-type: none"> <li>• Identify the different costs related to the training</li> <li>• Identify the different benefits related to the training</li> <li>• Analyze the different cost and benefit components</li> <li>• Conduct cost and benefit analysis</li> <li>• Perform computation skills to compute for the cost and benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Interview</li> <li>• Written report</li> </ul>	
	11.2 Evaluate training costs and benefits	<ul style="list-style-type: none"> <li>• Analyze and interpret the results of the cost and benefit study</li> <li>• Compare and contrast the results</li> <li>• Provide recommendations and action items related to the results of the study</li> <li>• Identify measures to optimize training</li> <li>• Explain the result of the study</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Case problems</li> <li>• Written exam</li> <li>• Interview</li> <li>• Written report</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	11.3 Monitor conduct and results of training	<ul style="list-style-type: none"> <li>• Discuss and appreciate the importance of regular monitoring</li> <li>• Identify cost-effective training programs for replication</li> <li>• Prepare re</li> <li>• Identify the long term and short term results</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Case problems</li> <li>• Written exam</li> <li>• Interview</li> <li>• Written report</li> </ul>	
	11.4 Promote awareness of costs and benefits of training	<ul style="list-style-type: none"> <li>• Report and explain the results of the study</li> <li>• Present good practices of having a training</li> <li>• Prepare information and promotion materials</li> <li>• Discuss the importance of training</li> <li>• Role play how to present the costs and positive benefits of training</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Field Visits</li> <li>• Role-playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Case problems</li> <li>• Written exam</li> <li>• Interview</li> <li>• Written report</li> </ul>	
12. Develop and promote understanding of global labor markets	12.1 Identify current and future trends/concerns	<ul style="list-style-type: none"> <li>• Identify and access relevant and reliable sources of labor-market information (LMI)</li> <li>• Research on global and local relevance of labor-market (LM)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Focus group discussions</li> <li>• Research work</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Questioning</li> </ul>	2 hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Analyze the implications of global labor market trends and information and their implications in the labor and training market</li> <li>• Study relevant events, including positions and interests of trainees, clients and training providers</li> </ul>			
	12.2 Assess new developments	<ul style="list-style-type: none"> <li>• Identify and discuss emerging issues of potential significance to the local and global labor markets</li> <li>• Discuss and evaluate new and emerging concepts, technologies, products and based on their implications for the TVET and labor market</li> <li>• Discuss events and trends that have shaped the global labor market over time</li> <li>• Identify and discuss trends in customer expectations and buying patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group discussions</li> <li>• Lecture</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Question and Answer</li> <li>• Written</li> </ul>	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	12.3 Utilize labor market information to best effect	<ul style="list-style-type: none"> <li>• Discuss relevant information on LM and new technologies as they apply to the company</li> <li>• Discuss analytical tools related to Labor Market Information and trends</li> <li>• Discuss planning and relevant technological skills to manage and address client issues/relations</li> </ul>	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Focus Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Question and answer</li> </ul>	2 hours
	12.4 Demonstrate a client-focused approach to work	<ul style="list-style-type: none"> <li>• Discuss clients and their needs and expectations</li> <li>• Discuss effective communication strategies in accordance with building better client relationships.</li> <li>• Identify and discuss processes for evaluating and improving client satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group discussion</li> <li>• Lectures</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral questioning</li> </ul>	2 hours

**CORE COMPETENCIES**  
**80 Hours**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Perform job analysis	1.1 Establish initial job profile	<ul style="list-style-type: none"> <li>• Identify job role</li> <li>• List scope of job</li> <li>• Enumerate and sequence duties and tasks</li> <li>• Identify general knowledge and skills, tools, equipment, supplies, and materials, worker behaviors needed</li> <li>• Prepare job profile</li> <li>• Enumerate Steps in Planning and organizational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Video presentation</li> <li>• Focus group discussions</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Demonstration with oral questioning</li> </ul>	4 hrs
	1.2 Improve job profile	<ul style="list-style-type: none"> <li>• Discuss validation criteria</li> <li>• Discuss the process of validation</li> <li>• Identify and discuss consolidation methods</li> <li>• Discuss technical writing</li> <li>• Identify and discuss consultation and validation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group discussions</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Question and Answer</li> </ul>	4 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss consolidation and organizing skills</li> <li>• Discuss technical writing skills</li> </ul>			
	1.3 Perform task analysis	<ul style="list-style-type: none"> <li>• Discuss methods of analysis</li> <li>• Identify parameters for defining knowledge, skills, and attitudes</li> <li>• Discuss technical writing</li> <li>• Identify resources of each job profile</li> <li>• Identify tools equipment, supplies, and materials</li> <li>• Describe elements of analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Focus Group Discussion</li> <li>• Presentation</li> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> <li>• Question and answer</li> <li>• Presentation (Practical demonstration)</li> </ul>	4 hrs
2. Prepare for training	2.1 Identify training requirements	<ul style="list-style-type: none"> <li>• Discuss policies and procedures in standard operating protocols</li> <li>• Analyze policies and procedures in standard operating protocols</li> <li>• Explain concepts and principles of TNA</li> <li>• Use concepts and principles of TNA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture - discussion</li> <li>• Individual Study</li> <li>• Group Exercise/ Group Project</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio (with Questioning)</li> <li>• Written test</li> </ul>	4 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain concepts and use of various method of data gathering</li> <li>• Prepare TNA based on company standards</li> <li>• Utilize the concept and practice of various methods of data gathering</li> <li>• Compare and contrast analysis tools</li> <li>• Use analysis tools in identifying training gaps such as mind maps and fishbone diagrams</li> <li>• Perform data analysis to establishing current competencies</li> </ul>			
	2.2 Prepare course brief	<ul style="list-style-type: none"> <li>• List down work tasks that the trainee is not able to achieve based on company standards</li> <li>• Draft learning tasks that will address training gaps</li> <li>• Explain the different components of course brief</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – discussion</li> <li>• Individual Study</li> <li>• Case Study</li> <li>• Group Exercise</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio (with Questioning)</li> <li>• Written test</li> <li>• Evaluate case study results</li> </ul>	5 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Describe the procedures in preparing course brief</li> <li>• Use concepts and procedures in preparing course brief</li> <li>• Explain the provisions of existing policies and laws in relevant to in-company training/work based learning</li> <li>• Analyze provision of existing Policies and Laws governing enterprise based training</li> <li>• Explain concepts and principles of Instructional Design (ID)</li> <li>• Write down training objectives for the course brief to address training gaps</li> <li>• Explain factors to consider in selecting learning contents</li> <li>• Prepare learning contents based on the course objectives</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Compare and contrast different training modalities</li> <li>• Compare and contrast different training methods</li> <li>• Apply the concepts and principles of ID in creating course brief</li> <li>• Draft course brief for the training of a target group</li> </ul>			
	2.3 Prepare training plan	<ul style="list-style-type: none"> <li>• Describe safety procedures and practices</li> <li>• Apply safety procedures in handling equipment and machinery, waste, environment, health and hygiene practices</li> <li>• Explain the concept and principles of ID, didactics/methodologies and adult learning</li> <li>• Apply the concept and principles of ID, didactics/methodologies and adult learning</li> <li>• Illustrate the correct application of the</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Study</li> <li>• Group Project</li> <li>• Group Exercise/role play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio (with Questioning)</li> <li>• Written test</li> </ul>	5 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		principles of assessment <ul style="list-style-type: none"> <li>• Apply the concepts and principles of assessment</li> <li>• Draft formative and summative assessment activities</li> <li>• Plot training rotation plan</li> <li>• Identify the important components of a training activity matrix</li> <li>• Draft training activity matrix</li> <li>•</li> </ul>			
	2.4 Prepare learning materials and other resources	<ul style="list-style-type: none"> <li>• Prepare inventory of existing learning materials</li> <li>• Prepare procurement plan for learning materials</li> <li>• Prepare communications for training location and venue reservations</li> <li>• Apply concepts and principles of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Individual study</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio (with Questioning)</li> <li>• Written test</li> </ul>	5 hrs



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Instructional Materials Development <ul style="list-style-type: none"> <li>• Allocate resources- manpower, equipment and materials</li> </ul>			
	2.5 Prepare training facilities	<ul style="list-style-type: none"> <li>• Choose the training room layout based on the identified training activities</li> <li>• Prepare training room layout</li> <li>• Describe a learning station</li> <li>• Prepare learning stations</li> <li>• Demonstrate housekeeping and safety practice in training</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Individual study</li> <li>• Group project</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Written test</li> <li>• Portfolio (with Questioning)</li> </ul>	5 hrs
3. Conduct training	3.1 Prepare for implementation of training	<ul style="list-style-type: none"> <li>• Explain trainees' profile analysis and trainee entry level requirements</li> <li>• Discuss adjustment of training plan</li> <li>• Describe training delivery</li> <li>• Identify resources for the conduct of training batch</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Lecture Discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Interview</li> </ul>	6 hrs

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>• Prepare for implementation of training</li> </ul>			
	3.2 Implement learning sessions	<ul style="list-style-type: none"> <li>• Explain the flow of a specific CBT delivery system</li> <li>• Demonstrate training session</li> <li>• Guide learners on their specific task performance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Interview</li> </ul>	8 hrs
	3.3 Monitor and support trainee's learning process	<ul style="list-style-type: none"> <li>• Describe monitoring procedure</li> <li>• Enumerate common learning difficulties</li> <li>• Explain feedback procedure</li> <li>• Monitor learners' performance</li> <li>• Address learning difficulties</li> <li>• Provide feedback to learners as they practice and try to achieve performance based on work requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Written examination</li> <li>• Interview</li> </ul>	5 hrs
	3.4 Evaluate learning session	<ul style="list-style-type: none"> <li>• Describe training evaluation procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	5 hrs

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>Analyze training evaluation data</li> <li>Explain training adjustment procedure</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>	
4. Conduct end-of-training assessment	4.1 Review evidence requirements	<ul style="list-style-type: none"> <li>Discuss industry standards</li> <li>Identify evidence requirements</li> <li>Differentiate evidence gathering methods and tools</li> <li>Discuss the dimension of competency</li> <li>Explain rules of evidence</li> <li>Identify performance standards</li> <li>Read and interpret performance standards</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Lecture</li> <li>Video presentation</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration with oral questioning</li> </ul>	4 hrs
	4.2 Review assessment methods	<ul style="list-style-type: none"> <li>Discuss assessment methods</li> <li>Discuss evidence plan</li> <li>Explain evidence plan</li> <li>Review assessment methods</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Lecture</li> <li>Video presentation</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration with oral questioning</li> </ul>	4 hrs
	4.3 Organize assessment activities	<ul style="list-style-type: none"> <li>Based on the Assessment plan prepared; appropriate venue is identified,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Workshop / Writeshop</li> </ul>	<ul style="list-style-type: none"> <li>Rating on written output of workshops / writeshops</li> </ul>	2 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>checklist of equipment, materials, consumables and tools are developed.</p> <ul style="list-style-type: none"> <li>• Safety and health management plans are formulated.</li> <li>• Costing are computed based on the identified venue and the checklist for the logistics, S&amp;H plan including the personnel required in the conduct of assessment.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration with Oral questioning</li> <li>• Cost Calculation</li> </ul>	
	<p>4.4 Facilitate end-of-training assessment</p>	<ul style="list-style-type: none"> <li>• A simulation is conducted in orienting trainees in preparation for the assessment. The orientation should include the following information: <ul style="list-style-type: none"> <li>– Context and purpose of Assessment</li> <li>– Any allowable adjustments in the Procedure</li> <li>– Performance to be assessed and the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture on the conduct of assessment orientation</li> <li>• Simulation on the conduct of orientation</li> <li>• Simulation or Role play on the Orientation of candidates.</li> <li>• Role play on gathering of evidences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Observation of role plays</li> <li>• Use of the performance rating</li> <li>• Written Test</li> <li>• Interview</li> </ul>	<p>10 hrs</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>evidence to be collected</p> <ul style="list-style-type: none"> <li>– The Assessment procedure</li> <li>– The Grading or Rating system</li> </ul> <ul style="list-style-type: none"> <li>• Role play of evidence gathering according to the prepared evidence plan and using the prepared assessment tools.</li> <li>• Role play on making assessment decisions by corroborating evidences gathered in the simulation of evidence gathering.</li> <li>• Practice filling up forms to record the assessment results following record keeping guidelines.</li> <li>• Role play in providing clear and constructive feedback on the performance of a trainee in the assessment activity. Feedback is done on a on a one-on –one basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on decision making</li> <li>• Discussion on corroboration of evidences and making decisions</li> <li>• Role play on decision making</li> <li>• Group discussion on how to provide feedback.</li> <li>• Role play on how to provide feedback for learning to take place.</li> </ul>		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Role play on providing advice to the trainees on strategies that can reduce gaps in the required competencies.</li> </ul>			

## 3.2 TRAINING DELIVERY

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

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

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

## **Enterprise-Based:**

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

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

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



### 3.3 TRAINEE ENTRY REQUIREMENTS

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

- Certificated in any of the following mode
  - For WTR, NC Holder of a qualification OR for non-NC holder, certifications from the company and any established industry association with at least 5-year relevant industry experience
  - For NTR, certifications from the company and any established industry association with at least 5-year relevant industry experience
- Completed Grade 10
- Able to read and write
- Can perform basic mathematical computation
- Ability to communicate verbally and non-verbally

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)

Recommended list of tools, equipment and materials for the training of 16 trainees for **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)**.

TOOLS		EQUIPMENT		MATERIALS	
QTY.		QTY		QTY.	
5 pcs	Scissors, ordinary	1 unit	Desktop Computer / Laptop Computer	16 pcs	Permanent markers, various colors
5 pcs	Stapler, ordinary	1 unit	Printer	1set	Various colored papers
		1 unit	Digital light projection	5 pcs	White board marker
		1 unit	Audio system	1 ream	Bond papers
		1 unit	Flip chart	16 pcs	Notebook
		1 unit	White board	10 pcs	Manila paper
		1 unit	Presenter/Laser Pointer	2 sets	White board pens and eraser
		1 lot	Internet connection	1 roll	Masking tape
					Books related to TVET, Training and Development Competency Based Education and Training
					References – Company Manuals

TOOLS		EQUIPMENT		MATERIALS	
QTY.		QTY		QTY.	
					Codes and regulations
		1 set	Tools, equipment and materials as required by the Trade Area	1set	Various colored papers

### 3.5 TRAINING FACILITIES

#### TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)

Based on a class size of 16 students/trainees

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. METERS
<b>A. Building (permanent)</b>				<b>70.00</b>
• Trainee Lecture Area	1.00 x 2.00 per trainee	2.00 per trainee	32.00	
• Learning Resource Center	2.00 x 4.00	8.00	8.00	
• Learning venue amenities:			30.00	
▪ wash room	2 x 1	2		
▪ store room	4 x 4	16		
▪ rest room (male, female and PWD)	3 x 4	12		

**NOTE: Access to and use of equipment /facilities can be provided through cooperative arrangements or learning venue rentals.**

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

Trainers who will deliver the training on **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)** should have the following:

#### **New trainer**

- Must be a holder of National TVET Training Certification Level I in TM I (In-Company Trainer)
- NC in any area
- Must have at least 1-year experience (within the last 5 years) as In-Company Trainer certified by the company

#### **OR**

#### **Existing trainer**

- Must be a holder of National TVET Training Certification Level I in TM I (In-Company Trainer)
- NC in any area
- Must have at least 2 years experience (within the last 5 years) as TVET Trainer

### **3.7 INSTITUTIONAL ASSESSMENT**

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

## SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

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

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1. To attain the qualification of **TRAINERS METHODOLOGY LEVEL I (IN-COMPANY TRAINER)**, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a Certificate signed by the TESDA Director General.
- 4.1.2. Assessment shall cover all competencies, with basic and common integrated or assessed concurrently with the core units of competency.
- 4.1.3 Any of the following are qualified to apply for assessment and certification:
  - 4.1.3.1 Graduate of schools/institution-based and enterprise-based training programs in Trainers Methodology Level I (In-Company Trainer)
  - 4.1.3.2 Individuals with certification as in-company trainer for at least 2 years within the last 5 years.
- 4.1.3 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.
- 4.1.4 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:
  - 4.1.4.1 entry requirements for candidates
  - 4.1.4.2 evidence gathering methods
  - 4.1.4.3 qualification requirements of competency assessors
  - 4.1.4.4 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.

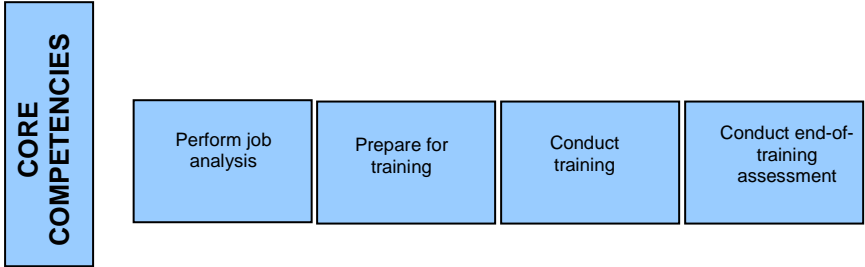
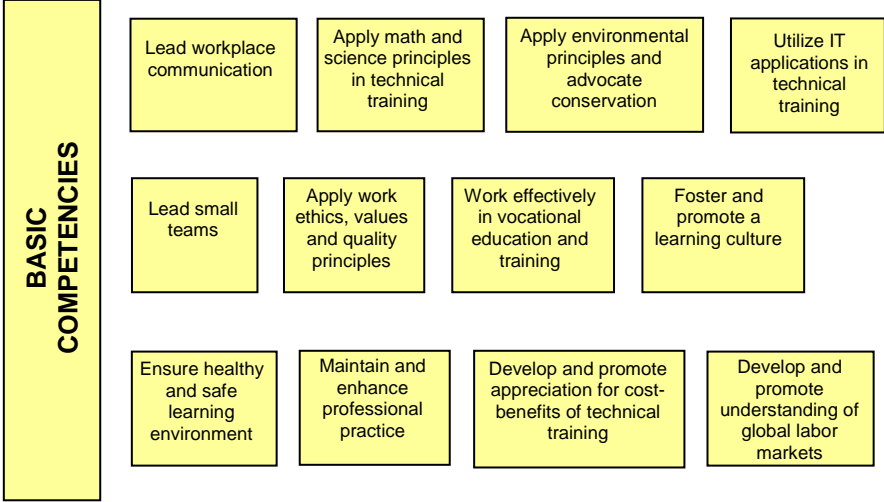
This document can:

- 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 TVET Sector



## GLOSSARY OF TERMS

<b>ASSESSMENT ACTIVITIES</b>	Includes projects/problems, methods, duration and instructions to be used during assessment.
<b>ATTITUDE</b>	An innate or learned ability or distinguishing quality that allows an individual to complete a job.
<b>DUTY</b>	General area of competence that successful workers in the occupation must demonstrate or perform on an ongoing basis.
<b>JOB</b>	Defined as a set of tasks and duties executed, or meant to be executed, by one person.
<b>JOB PROFILE</b>	A description of a particular work function that includes the elements deemed necessary to perform the post effectively. Specifically, a job profile might include such things as job responsibilities, required qualifications, advancement prospects, and the initial hourly pay or salary associated with the position.
<b>KNOWLEDGE</b>	An understanding and familiarity with facts and information.
<b>OCCUPATION</b>	A set of jobs whose main tasks and duties are characterized by a high degree of similarity constitutes an occupation.
<b>REASONABLE ADJUSTMENTS IN THE ASSESSMENT METHODS</b>	Are variations to assessment tasks including providing examination questions in alternative formats, provision of specialized equipment, substitution of one assessment task for another of equivalent assessment task, and use of different vernaculars.
<b>SKILL</b>	Defined as the ability to carry out the tasks and duties of a given job.
<b>TASK</b>	A work activity that has a definite beginning and ending, is observable, consist of two or more definite steps, and leads to a product, service, or decision.
<b>TASK ANALYSIS</b>	Is the analysis of how a task is accomplished, including a detailed description of both manual and mental activities, task and element durations, task frequency, task allocation, task complexity, environmental conditions, necessary clothing and equipment, and any other unique factors involved in or required for one or more people to perform a given task.
<b>TRAINING PLAN</b>	a.k.a Rotation plan.



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