COMPETENCY STANDARDS

PAPER MACHE MAKING LEVEL II

CREATIVE SECTOR

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

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

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PAPER MACHE MAKING LEVEL II

COMPETENCY STANDARDS FOR
PAPER MACHE MAKING LEVEL II

Section 1   PAPER MACHE MAKING LEVEL II QUALIFICATION

The **PAPER MACHE MAKING LEVEL II** Qualification consists of competencies that a person must achieve to be able to produce paper mache products, conduct quality control, and market paper mache products.

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

The units of competency comprising this qualification include the following:

Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in a team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace
Code	**COMMON COMPETENCIES**
CRVXXXXXX	Enhance industry knowledge and skills
CRVXXXXXX	Enhance creative and artistic skills and cultural awareness
CRVXXXXXX	Develop artistic skills and cultural awareness of one-self
CRVXXXXXX	Work with tools, materials, and equipment
CRVXXXXXX	Manage own performance
CRVXXXXXX	Maintain a safe, clean, and efficient work environment
CRVXXXXXX	Provide and maintain effective customer service
CRVXXXXXX	Perform mensuration and calculation
Code	**CORE COMPETENCIES**
CRVXXXXX	Conduct preparatory activities
CRVXXXXX	Produce paper mache products
CRVXXXXX	Market paper mache products

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

❑ Paper Mache Maker

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 **PAPER MACHE MAKING LEVEL II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY	:	**PARTICIPATE IN WORKPLACE COMMUNICATION**
UNIT CODE	:	400311210
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	used. 1.7 Personal interaction is carried out clearly and concisely.		1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines. 2.2 Routine written instruction are followed based on established procedures. 2.3 Feedback is given to workplace supervisor based instructions/ information received. 2.4 **Workplace interactions** are conducted in a courteous manner. 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from **appropriate sources**. 2.6 Meetings outcomes are interpreted and implemented.	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ Workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work- related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Basic questioning/ querying 2.9 Skills in reading for information 2.10 Skills in locating
3. Complete relevant work- related documents	3.1 Range of **forms** relating to conditions of employment are completed	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication	3.1 Completing work- related documents 3.2 Applying operations of

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accurately and legibly. 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Errors in recording information on forms/ documents are identified and acted upon. 3.4 Reporting requirements to supervisor are completed according to organizational guidelines.	3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Effective record keeping skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using workplace communication equipment/systems 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting formal or informal communication
2. Resource Implications	The following resources should be provided: 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test 3.4 Third-party report
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or through an accredited institution

UNIT OF COMPETENCY   :   WORK IN A TEAM ENVIRONMENT

UNIT CODE   :   400311211

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The *role and objective of the team* is identified from available *sources of information*. 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available *sources of information*. 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources.	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context*. 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives.	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: 1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include but not limited to: 2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
3. Workplace context	May include but not limited to: 3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

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

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

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

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include but not limited to: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include but not limited to: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include but not limited to: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include but not limited to: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

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

UNIT OF COMPETENCY   :   DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE   :   400311213

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include but not limited to: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include but not limited to: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

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

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

UNIT CODE **:** **400311214**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			group discussions and meetings
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 *Reporting skills* are likewise used to communicate results. 3.4 *Current Issues and concerns* on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements 3.2 Positive impacts and challenges in innovation 3.3 Types of changes and responsibility 3.4 Seven habits of highly effective people 3.5 Basic research skills	3.1 Identifying opportunities to improve and to do things better. Involvement. 3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

RANGE OF VARIABLES

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

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	anomalies are identified. 2.4 ***Data analysis techniques*** and procedures are documented. 2.5 Recommendations are made on areas of possible improvement.	range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organizational values, ethics and codes of conduct	2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organizational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/ information are recorded. 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset. 3.4 Findings are presented to stakeholders.	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organizational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organizational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data analysis techniques	May include but not limited to: 1.1 Domain analysis 1.2 Content analysis 1.3 Comparison technique

EVIDENCE GUIDE

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

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

UNIT CODE   :   400311216

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards.		
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures. 3.2 Work Activities are executed in accordance with OSH work standards. 3.3 **Non-compliance work activities** are reported to **appropriate personnel**.	3.1 OSH work standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations Non-compliance work activities	3.1 Communication skills 3.2 Interpersonal skills 3.3 Troubleshooting skills 3.4 Critical thinking skills 3.5 Observation skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE **:** **400311217**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques. 1.2 Data are recorded in accordance with workplace protocol. 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established *environmental work procedures*.	1.1 Importance of Environmental Literacy 1.2 Environmental Work Procedures 1.3 Waste Minimization 1.4 Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed. 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning. 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE : 400311218

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1 ***Good practices*** relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in ***resource utilization*** are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: 1.3.1 Patience 1.3.2 Honesty 1.3.3 Quality-conscious-ness 1.3.4 Safety-conscious-ness 1.3.5 Resource-fulness	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed Good practices relating to workplace operations are communicated to ***appropriate person***. 2.2 Observed quality procedures and practices are communicated to appropriate person. 2.3 Cost-conscious habits in ***resource utilization*** are communicated based on industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: 2.3.1 Patience 2.3.2 Honesty 2.3 3 Quality-conscious-ness 2.3.4 Safety-conscious-ness 2.3.5 Resource-fulness	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

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

COMMON COMPETENCIES

UNIT OF COMPETENCY	**:**	**ENHANCE INDUSTRY KNOWLEDGE AND SKILLS**
UNIT CODE	**:**	**CRVXXXXX**
UNIT DESCRIPTOR	**:**	This unit of competency deals with the knowledge, skills required to source out information, update industry knowledge and prepare prototype.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Source out information	1.1 ***Sources of information*** on the industry are identified and coordinated according to industry procedures. 1.2 ***Sources of information*** are accessed based on industry procedures. 1.3 Sourced information are ***documented*** based on industry procedures. 1.4 ***Documentation tools, materials, and equipment*** are prepared and used based on industry procedures.	1.1 Sources of industry information 1.2 Industry procedure 　1.2.1 FPIC (free prior inform consent) 　1.2.2 Documentary require-ments in seeking information 1.3 Documentation procedure 1.4 Types and uses of documentation tools, materials, and equipment 1.5 Capacity building on sourcing of information 1.6 Safety measures 1.7 Gender sensitivity 1.8 Cultural sensitivity 1.9 Attitude 　1.9.1 Patience 　1.9.2 Resource-fulness 　1.9.3 Organized 　1.9.4 Focus on details 　1.9.5 Polite	1.1 Sourcing out information 1.2 Coordination skills 1.3 Communication skills 1.4 Research skills 1.5 Documentation skills 1.6 Use and operating tools, materials, and equipment 1.7 Applying safety measures during documentation
2. Update industry knowledge	2.1 Sourced information are ***used*** based on	2.1 Use of sourced information 2.2 Documentation	2.1 Using and sharing sourced information

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE

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

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

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

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

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Accessed sources of information. 1.2 Documented sourced information. 1.3 Used sourced information. 1.4 Carried out documentation. 1.5 Improved product. 1.6 Checked quality of improved product. 1.7 Applied safety practices.
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Oral questioning 3.4 Direct observation
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : **ENHANCE CREATIVE AND ARTISTIC SKILLS AND CULTURAL AWARENESS**

UNIT CODE : **CRVXXXXX**

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

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

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

2. Conduct capacitation activity	2.1 Training and specialization is selected with reference to improvement area. 2.2 *Capacitation*	2.1 Types and procedures of capacitation strategies 2.2 Types of training and specialization	2.1 Selecting training and specialization 2.2 Applying capacitation strategies

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

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

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

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

4. Perform benchmarking	4.1 Community is identified and selected based on industry procedures.
	4.2 Cultural exchange is facilitated according to industry procedure.
	4.3 Community practices are identified and selected following industry procedures.
	4.4 ***Cultural authorities*** are consulted for cultural skilled – shared knowledge based on established protocol.
	4.5 Best practice is applied based on approval of cultural authorities.
	4.6 Adjustments are applied based on consultation with the ***cultural authorities***.
	4.7 Documentation is performed based on the result of consultation.
		4.1 Cultural skilled-shared knowledge
		4.2 Cultural authorities
		4.3 Cultural sensitivity
		4.4 Different community practices
		4.5 Facilitation procedures
		4.6 Types of cultural community
		4.7 Consultation and approval procedures
		4.8 Best cultural practices
		4.9 Documentation procedure
		4.10 Attitude
		    4.10.1 Awareness on details
		    4.10.2 Organized
		    4.10.3 Resource-fulness
		    4.10.4 Patience
		    4.10.5 Politeness
		    4.10.6 Industrious-ness
		    4.10.7 Respect-fulness
			4.1 Identifying and selecting community
			4.2 Facilitating cultural exchange
			4.3 Identifying community practices
			4.4 Consulting cultural authorities
			4.5 Applying best practices
			4.6 Communication skills
			4.7 Documentation skills

RANGE OF VARIABLES

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

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

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

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Identified areas for improvement
	1.2 Prepared action plan
	1.3 Conduct capacitation activity
	1.3.1 Selected training and specialization
	1.3.2 Applied capacitation strategies
	1.3.3 Prepared and submitted administrative requirements
	1.3.4 Monitored and evaluated learner
	1.4 Conduct cultural awareness activity
	1.4.1 Identified cultural events
	1.4.2 Participated cultural events
	1.4.3 Performed coordination activities
	1.4.4 Prepared promotional materials
	1.4.5 Carried out cultural promotion
	1.5 Perform benchmarking
	1.5.1 Identified and selected community
	1.5.2 Facilitated cultural exchange
	1.5.3 Identified and selected community practices
	1.5.4 Consulted cultural authorities
	1.5.5 Applied best practice
	1.5.6 Applied adjustments
	1.5.7 Performed documentation
2. Resource Implications	The following resources MUST be provided:
	2.1 Actual and simulated workplace
	2.2 Materials, tools, and equipment needed to perform the required task
	2.3 References and manuals
	2.4 PPEs
	2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration/ observation with oral questioning
	3.2 Written exam
	3.3 Portfolio with interview
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY **:** **DEVELOP ARTISTIC SKILLS AND CULTURAL AWARENESS OF ONE-SELF**

UNIT CODE **:** **CRVXXX**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes to develop one-self as cultural bearer. It includes competency to identify individual improvement areas, immerse to culture and arts and enhance artistic skills.

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

1. Identify individual improvement areas	1.1 Improvement areas are listed and selected based on line of interest.
	1.2 Documentation is done based on community practices.
	1.3 ***Sourced information*** is verified from community ***cultural authorities***.
	1.4 Immersion is planned according to community procedure.
		1.1 Indigenous Peoples Rights Act (IPRA) RA 8371
		  1.1.1 Free Prior Inform Consent (FPIC)
		  1.1.2 Indigenous Knowledge Skills and Practices (IKSP) Act
		1.2 Intellectual Property Rights (IPR)
		1.3 Cultural authorities
		1.4 Community practices and procedures
		1.5 Planning procedures
		1.6 Documentation procedures
		1.7 Coordination process
		  1.7.1 NCIP
		  1.7.2 Chieftain
		  1.7.3 LGUs
		1.8 Attitude
		  1.8.1 Resource-fulness
		  1.8.2 Patience
		  1.8.3 Industrious
		  1.8.4 Politeness
		  1.8.5 Organized
			1.1 Listing and selecting needs
			1.2 Conducting documentation
			1.3 Verifying sourced information
			1.4 Planning immersion
			1.5 Conducting coordination

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

2. Immerse to culture and arts	2.1 ***Sources of culture and arts information*** are obtained following community practices.
	2.2 ***Cultural immersion approaches*** are selected and participated.
	2.3 Insights and experiences on arts and culture are discussed with community cultural authorities following community practices.
		2.1 Sources of culture and arts information
		2.2 Cultural immersion approaches
		2.3 Indigenous Peoples Rights Act (IPRA)
		2.4 Indigenous Knowledge Skills and Practices (IKSP)
		2.5 Intellectual Property Rights (IPR)
		2.6 Focused-group discussion (FGD) procedures
		2.7 Attitude
		    2.7.1 Honesty
		    2.7.2 Patience
		    2.7.3 Politeness
		    2.7.4 Resource-fulness
			2.1 Sourcing culture and arts information
			2.2 Selecting and participating cultural immersion
			2.3 Communication skills
			2.4 Performing focused-group discussion (FGD)
			2.5 Discussing insights and experiences arts and culture

3. Enhance artistic skills	3.1 Prototype is produced based on the collected best practices.
	3.2 Approval of the product is sought from community cultural authorities.
	3.3 ***Tools, materials, and equipment*** are utilized according to community practices.
	3.4 Safety practices are applied following OSHS.
		3.1 Community practices
		3.2 Community cultural authorities
		3.3 Utilization of tools, materials, and equipment
		3.4 OSHS
		3.5 IKSP
		3.6 Cultural sensitivity
		3.7 Gender sensitivity
		3.8 Application of best practices
		3.9 Manufacturer's manual
		3.10 Attitude
		    3.10.1 Attention to details
		    3.10.2 Patience
		    3.10.3 Organized
		    3.10.4 Honesty
		    3.10.5 Time conscious-ness
		    3.10.6 Industrious
		    3.10.7 Resource-fulness
			3.1 Applying best practices
			3.2 Seeking approval of the product
			3.3 Utilizing tools, materials, and equipment
			3.4 Applying safety practices
			3.5 Communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Cultural authorities	May include: 1.1 Cultural Elders 1.2 Cultural Master 1.3 Cultural Bearers
2. Sourced information on culture and art form	May include information from: 2.1 Manuals 2.2 Personal observations and experience 2.3 Training 2.4 Drawn pattern 2.5 Sample product 2.6 Documented video 2.7 Documented photo 2.8 Write-ups 2.9 Recordings

3. Sources of culture and arts information	May include:
	3.1 Cultural masters
	3.2 Cultural bearers
	3.3 Cultural elders
	3.4 Traditional leaders
	3.5 Traditional elders
	3.6 Manuals
	3.7 Personal observation and experience
	3.8 Training
	3.9 Partners
	    3.9.1 LGU
	    3.9.2 National Government Agencies
	    3.9.3 Civil Society Organizations (CSO)
	    3.9.4 Academic institutions

4. Cultural immersion approaches	May include: 4.1 Participate in community events 4.2 Community visitations 4.3 Practice traditional arts and culture 4.4 Cultural exchange programs 4.5 Participate in cultural activities

5. Tools, materials, and equipment	May include:
	A. For Documentation
	5.1 Tools
	    5.1.1 Questionnaires
	    5.1.2 Survey
	5.2 Materials
	    5.2.1 Record book
	    5.2.2 Ball pen
	5.3 Equipment
	    5.3.1 Video camera
	    5.3.2 Mobile phone
	    5.3.3 Recorder

VARIABLE	RANGE

	B. For Product Development
	
	5.1 Materials
	     5.1.1 bee wax
	     5.1.2 fiber
	     5.1.3 thread
	     5.1.4 dye
	     5.1.5 mud clay
	     5.1.6 bronze
	     5.1.7 cloth
	     5.1.8 beads
	     5.1.9 rattan
	     5.1.10 bamboo
	     5.1.11 wicker (nito)
	     5.1.12 pandan leaves
	     5.1.13 swamp grass
	     5.1.14 tikog
	     5.1.15 animal skin
	     5.1.16 first aid kit
	     5.1.17 PPEs
	5.2 Tools
	     5.2.1 needles
	     5.2.2 knife
	     5.2.3 bolo
	     5.2.4 bamboo stripper
	     5.2.5 wood tool
	     5.2.6 carpentry tools
	     5.2.7 curving tools
	     5.2.8 measuring tools
	5.3 Equipment
	     5.3.1 upright/standing loom
	     5.3.2 backstrap loom
	     5.3.3 sewing machine
	     5.3.4 earthen pot
	     5.3.5 splitter
	     5.3.6 stripper

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Listed and selected improvement areas. 1.2 Verified sourced information from cultural authorities. 1.3 Selected and participated cultural immersion approaches. 1.4 Discussed insights and experiences on arts and culture with community cultural authorities. 1.5 Applied best community practices. 1.6 Applied safety practices
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio with interview
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY **:** **WORK WITH TOOLS, MATERIALS AND EQUIPMENT**

UNIT CODE **:** **CRVXXX**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to prepare, utilize, maintain and store tools, materials and equipment and operate equipment.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare tools, materials and equipment	1.1 ***Tools, materials and equipment*** are selected according to work requirement. 1.2 Serviceability of ***tools and equipment*** are checked according to community and manufacturer's specification. 1.3 ***Materials*** are sourced out according to work requirement. 1.4 Availability and conformance of ***materials*** are checked according to community and manufacturer's specification. 1.5 Safety practices are applied following OSHS.	1.1 Types, uses and functions of indigenous and industrial materials, tools and equipment 1.2 Sustainable sourcing of raw materials 1.3 Conformance and availability of indigenous raw materials 1.4 Inspection procedures 1.5 Mensuration 1.6 Ethno-mathematics 1.7 Arithmetic operation 1.8 Indigenous Knowledge System and Practices (IKSP) 1.9 Wildlife Resources Conservation and Protect Act (RA 9147) 1.10 Indigenous People's Rights Act (IPRA) 1.11 OSHS 1.12 PPEs 1.13 Serviceability of tools and equipment	1.1 Selecting materials and equipment 1.2 Checking tools and equipment 1.3 Sourcing and checking of materials 1.4 Applying safety practices 1.5 Mensuration and calculation skills 1.6 Ethno-mathematics skills

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

		1.14 Processes, Operations, Systems
		  1.14.1 Proper usage and care of hand tools
		  1.14.2 Types and uses of equipment
		  1.14.3 Common faults in tools and equipment
		1.15 Attitude
		  1.15.1 Organized
		  1.15.2 Patience
		  1.15.3 Resourcefulness
		  1.15.4 Focus on details	

2. Operate equipment	2.1 ***Work requirement*** is determined following community practice.
	2.1 ***Equipment*** is set up following community practice and user's manual.
	2.2 ***Equipment*** is adjusted according to industry procedures and user's manual.
	2.3 Operation of ***equipment*** is conducted based on industry procedures and user's manual.
	2.4 Malfunctions and faulty equipment are ***addressed*** according to community practice and user's manual.
	2.5 Safety practices are applied following
		2.1 Set up and adjustment of equipment procedures
		2.2 Parts and uses of indigenous and modern equipment
		2.3 Startup and shutdown of equipment
		2.4 User's manual
		2.5 Irregularities and breakdown
		2.6 Community practices
		2.7 Reporting procedures
		  2.7.1 Oral
		  2.7.2 Written (listing only)
		2.8 Mensuration
		2.9 Ethno-mathematics
		2.10 Arithmetic operation
		2.11 OSHS
			2.1 Following community practices and user's manual
			2.2 Setting up equipment
			2.3 Adjusting equipment
			2.4 Operating equipment
			2.5 Addressing malfunctioned and faulty equipment
			2.6 Applying safety practices
			2.7 Mensuration and calculation skills
			2.8 Ethno-mathematics skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	OSHS.	2.11.1 PPEs 2.12 Attitude Organized Patience Resourcefulness Focus on details	
3. Utilize tools and materials	3.1 **Work requirement** is determined following community practice. 3.2 **Tools and materials** are used according to work requirement. 3.3 Faulty **tools** are **addressed** according to community practice and user's manual. 3.4 Safety practices are applied following Occupational Safety and Health Standards (OSHS).	3.1 Types of work requirement 3.2 Uses of indigenous tools and materials 3.3 Malfunctions and faulty tools 3.4 Mensuration 3.5 Ethno-mathematics 3.6 Arithmetic operation 3.7 Reporting procedures 3.8 OSHS 3.8.1 Personal Protective Equipment (PPEs) 3.9 Attitude 3.9.1 Focus on details 3.9.2 Patience 3.9.3 Organized 3.9.4 Systema-tized	3.1 Determining work requirement 3.2 Addressing malfunctioned and faulty equipment 3.3 Applying safety practices 3.4 Mensuration and calculation skills 3.5 Ethno-mathematics skills 3.6 Using indigenous tools and materials 3.7 Using measuring tools
4. Maintain and store tools, materials and equipment	4.1 Tools and equipment are handled according to community practice and user's manual. 4.2 Routine **maintenance** of tools and equipment undertaken according to community practice and user's manual. 4.3 Tools materials and equipment are	4.1 Handling of tools and equipment 4.2 Maintenance procedure 4.3 Community practices 4.4 User's manual 4.5 Safety requirements in maintenance of hand tools 4.6 Storage of tools, materials and equipment 4.7 Inventory procedures	4.1 Checking and cleaning hand tools 4.2 Storing tools, materials and equipment 4.3 Handling of tools and equipment 4.4 Conducting routine maintenance routing of tools and equipment 4.5 Conducting inventory 4.6 Communication

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

	stored in according to community practice and user's manual.
	4.4 Chemicals are labeled prior to storage according to manufacturer's specification.
	4.5 Inventory is conducted according to workplace procedures.
	4.6 Safety practices are applied following Occupational Safety and Health Standards (OSHS).
		4.8 5S of Good Housekeeping
		  4.8.1 Sweep
		  4.8.2 Shine
		  4.8.3 Sort
		  4.8.4 Systematize
		  4.8.5 Standardize
		4.9 OSHS
		4.10 Indigenous Knowledge System and Practices (IKSP)
		4.11 Attitude
		  4.11.1 Honesty
		  4.11.2 Focus on details
		  4.11.3 Patience
		  4.11.4 Resource-fulness
		  4.11.5 Time conscious-ness
			skills
			4.7 Reporting procedure
			4.8 Applying safety practices

RANGE OF VARIABLES

VARIABLE	RANGE

1. Tools, materials and equipment	May include:
	1.1 Materials
	    1.1.1 bee wax
	    1.1.2 fiber
	    1.1.3 thread
	    1.1.4 dye
	    1.1.5 mud clay
	    1.1.6 bronze
	    1.1.7 cloth
	    1.1.8 beads
	    1.1.9 rattan
	    1.1.10 bamboo
	    1.1.11 wicker (nito)
	    1.1.12 pandan leaves
	    1.1.13 swamp grass
	    1.1.14 tikog
	    1.1.15 animal skin
	    1.1.16 first aid kit
	    1.1.17 PPEs
	1.2 Tools
	    1.2.1 needles
	    1.2.2 knife
	    1.2.3 bolo
	    1.2.4 stripper
	    1.2.5 wood tool
	    1.2.6 carpentry tools
	    1.2.7 curving tools
	    1.2.8 measuring tools
	    1.2.9 nipper
	    1.2.10 earthen pot
	    1.2.11 splitter
	    1.2.12 Scissor
	    1.2.13 Sharpening stone
	1.3 Equipment
	    1.3.1 upright/standing loom
	    1.3.2 backstrap loom
	    1.3.3 sewing machine
	    1.3.4 Electric grinder
	    1.3.5 Electric blower
	    1.3.6 Hand drill

2. Maintenance of tools and equipment	May include: 2.1 Cleaning 2.2 Lubricating 2.3 Tightening 2.4 Simple tool repairs 2.5 Adjustment using correct procedures

VARIABLE	RANGE
	2.6 Sharpening
3. Addressing malfunctioned faulty equipment	May include: 3.1 Reporting 3.2 Replacement
4. Addressing faulty tools	May include: 4.1 Reporting 4.2 Fixing 4.3 Replacement
5. Work requirements	May include: 5.1 Weaving 5.2 Embroidery 5.3 Beadworks 5.4 Pottery 5.5 Brass casting 5.6 Wood carving 5.7 Paper products making 5.8 Shell craft making

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Checked serviceability of tools and equipment. 1.2 Checked availability and conformance of materials. 1.3 Applied safety practices. 1.4 Set up equipment. 1.5 Conducted operation of equipment 1.6 Addressed malfunctions and faulty equipment 1.7 Determined work requirement 1.8 Tools and materials are used 1.9 Addressed malfunctions, and faulty tools 1.10 Determined work requirement 1.11 Handled and maintained tools and equipment 1.12 Stored tools, materials and equipment 1.13 Conducted inventory of tools, equipment, and materials 1.14 Undertaken routine maintenance of tools and equipment
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Story-telling
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : CRVXXX

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform planning activities	1.1 *Tasks* are listed according to job requirements. 1.2 *Work plans and schedules* are prepared based on *tasks*. 1.3 Coordination is applied based on industry practices. 1.4 Budgetary requirements are computed based on the *work plans and schedules*.	1.1 Different tasks 1.2 Work plan 1.3 Budgetary requirements 1.4 Arithmetic operation 1.5 Geographical indicator (GI) 1.6 IPR 1.7 Coordination procedure 1.8 Simple bookkeeping 1.9 Attitude: 1.9.1 Teamwork	1.1 Planning and organizing work loads 1.2 Listing of tasks 1.3 Preparing work plans schedules 1.4 Coordination skills 1.5 Computing budgetary requirements
2. Maintain quality of performance	2.1 Personal performance is monitored according to *industry standards*. 2.2 Advice and guidance is obtained to maintain *industry standards*. 2.3 Guidance from *community cultural authorities* is applied to maintain *industry standards*. 2.4 Specifications from *customers* are obtained based on *industry*	2.1 Indicators of appropriate performance for each area of responsibility 2.2 Steps for improving or maintaining performance 2.3 Industry standards 2.4 IKSP 2.5 Community cultural authorities 2.6 Procedural checklist 2.7 Specifications from customers 2.8 Attitude: 2.8.1 Time conscious-	2.1 Monitoring personal performance 2.2 Obtaining advice and guidance 2.3 Following guidance of cultural authorities 2.4 Applying procedural checklist 2.5 Obtaining specifications

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	standards.	ness 2.8.2 Attention to details 2.8.3 Resource-fulness	
3. Improve own work	3.1 Actual work output is assessed in relation to **work plan and schedules**. 3.2 Work expenses are computed against budget. 3.3 Feedback is obtained from customer based on job requirements. 3.4 Improvement is done according to feedback.	3.1 Quality control 3.2 Work plan and schedules 3.3 Computation of work expenses 3.4 Customer feedback 3.5 Arithmetic operation 3.6 IKSP 3.7 Attitude 3.7.1 Time conscious-ness 3.7.2 Attention to details 3.7.3 Resource-fulness 3.7.4 Patience 3.7.5 Honesty	3.1 Assessing actual work output 3.2 Computation skills 3.3 Obtaining customer feedback 3.4 Applying improvements

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio (work plan and schedules) with interview
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : **MAINTAIN A SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT**

UNIT CODE : **CRVXXX**

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

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

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

2. Maintain work area	2.1 ***Attributes of conducive***	2.1 Work Hazards Policies and	2.1 Complying with health and safety

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

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	equipment are referred for repair according to industry procedure. 3.5 Safety practices are applied following OSHS.	resources 3.11 Monitoring guidelines 3.12 Attitude 　3.12.1 Patience 　3.12.2 Orderli-ness 　3.12.3 Organized 　3.12.4 Resource-fulness	

RANGE OF VARIABLES

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

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

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

EVIDENCE GUIDE

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

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Oral questioning
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : **PROVIDE AND MAINTAIN EFFECTIVE CUSTOMER SERVICE**

UNIT CODE : **CRVXXXX**

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

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.10.2 Honest 1.10.3 Punctual	

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming 1.6 traditional attire
2. Employer standards	May include: 2.1 Organizational Policy and Procedures 2.2 Common and accepted practices in the industry
3. Interpersonal skills	May include: 3.1 Interactive communication 3.2 Public relation 3.3 Good working attitude 3.4 Passion 3.5 Pleasant disposition 3.6 Effective communication skills 3.7 Team player
4. Customer needs	May include: 4.1 Number of orders 4.2 Basic designs 4.3 Quality of product 4.4 Aesthetics 4.5 Delivery time 4.6 Pricing and costing
5. Feedback mechanisms	May include: 5.1 Contact reports 5.2 Focus Group Discussion 5.3 Punch List 5.4 Face-to-face 5.5 Suggestion box 5.6 Survey

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Maintain a good business image.
	    1.1.1 Maintained personal presence is according to employer standards.
	    1.1.2 Used interpersonal skills
	    1.1.3 Kept work area tidy and unclutter
	    1.1.4 Organized equipment and other resources
	1.2 Determine customer needs.
	    1.2.1 Identified customer needs
	    1.2.2 Prepared prototype
	    1.2.3 Addressed changes to customer needs
	    1.2.4 Used feedback mechanisms
	1.3 Strengthen relations with customer.
	    1.3.1 Met customer expectations
	    1.3.2 Maintained customer satisfaction
	    1.3.3 Prepared written contract

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio with interview
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY **:** **PERFORM MENSURATION AND CALCULATION**

UNIT CODE **:** **CRVXXX**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes to prepare for mensuration and calculation, carry out mensuration and calculation and maintain measuring instruments. The unit includes identifying, caring, handling and using of measuring instrument.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare for mensuration and calculation	1.1 Component to be measured is identified according *work requirements*. 1.2 Product specifications are obtained from *relevant sources*. 1.3 *Measuring instrument* is selected according to job requirements.	1.1 Product components 1.2 Relevant sources of specifications 1.3 Types and functions of measuring instrument 1.4 Awareness on ethno-mathematics measuring instrument 1.5 Work requirements 1.6 Product specifications 1.7 Attitude 　　1.7.1 Attention to details 　　1.7.2 Patience	1.1 Identifying components to be measured 1.2 Obtaining product specification 1.3 Identifying relevant sources of specification 1.5 Identifying and selecting measuring instrument 1.6 Identifying work requirements
2. Carry out mensuration and calculation	2.1 Mensuration is performed accordance with the work requirements. 2.2 Ethno-measurement is converted according to International System (SI) unit. 2.3 *Calculations* needed to complete work tasks are performed using the	2.1 Ethno-measurement 2.2 Conversion of measurement 2.3 Basic International System (SI) unit 2.4 Ratio and proportion 2.5 Fractions, percentages, mixed numbers 2.6 Arithmetic operation	2.1 Obtaining measurements 2.2 Converting ethno-measurement and International System (SI) unit 2.3 Performing calculation 2.4 Documenting calculation 2.5 Performing counter-checking

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

	four fundamental mathematical operation.
	 2.4 Counter-checking is performed based on the result of the computation.
	 2.5 **Calculations** are documented following workplace procedure.
		2.7 Documentation of calculation
		 2.8 Calculation countering-checking
		 2.9 Attitude:
		    2.9.1 Patience
		    2.9.2 Attention to details
		    2.9.3 Resource-fulness
		    2.9.4 Honesty	

3. Maintain measuring instruments	3.1 Measuring instruments are cleaned and stored following 5S of good housekeeping.
	 3.2 Measuring instruments are checked for serviceability.
	 3.3 Defective and damaged measuring instruments are reported and addressed.
	 3.4 Wastes are disposed following proper waste management.
	 3.5 Safety practices are applied
		3.1 Measuring instruments
		 3.2 Maintenance of measuring instruments
		    3.2.1 Cleaning
		    3.2.2 Storing
		    3.2.3 Checking/ inspection of service-ability
		 3.3 5S of Good Housekeeping
		 3.4 Accomplishment of checklist
		 3.5 Waste management
		 3.6 Reporting procedure
		 3.7 OSHS
		 3.8 Attitude:
		    3.8.1 Patience
		    3.8.2 Attention to Details
		    3.8.3 Resource-fulness
			3.1 Cleaning and storing measuring instruments
			 3.2 Applying 5S of good housekeeping
			 3.3 Disposing wastes
			 3.4 Reporting and addressing defective and damaged measuring instruments
			 3.5 Applying safety practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Relevant sources	May include: 1.1 Customer 1.2 Basic design 1.3 Cultural masters
2. Measuring instrument	May include: 2.1 Tape measure 2.2 Ruler 2.3 Meter stick 2.4 Weighing scale 2.5 Measuring spoons and cups 2.6 Tape roll
3. Calculation	May include: 3.1 Volume 3.2 Area 3.3 Length 3.4 Thickness 3.5 Width 3.6 Taper 3.7 Diameter 3.8 Height 3.9 Weight
4. Work requirements	May include: 4.1 Beadworks 4.2 Handloom Weaving 4.3 Embroidery 4.4 Pottery 4.5 Paper mache 4.6 Basket weaving 4.7 Mat weaving 4.8 Wood carving

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Select measuring instruments.
	     1.1.1 Identified component to be measured
	     1.1.2 Obtained correct specifications
	     1.1.3 Selected measuring instrument
	1.2 Carry out measurements and calculation.
	     1.2.1 Performed mensuration
	     1.2.2 Converted ethno-measurement according to international system (si) unit
	     1.2.3 Performed calculation needed to complete work tasks
	     1.2.4 Performed counter-checking
	     1.2.5 Documented calculations
	1.3 Maintain measuring instruments.
	     1.3.1 Cleaned and stored measuring instruments
	     1.3.2 Reported and addressed defective and damaged measuring instruments
	     1.3.3 Disposed wastes
	     1.3.4 Applied safety practices

2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

CORE COMPETENCY

UNIT OF COMPETENCY : **CONDUCT PREPARATORY ACTIVITIES**

UNIT CODE : **CRVXXXXXX**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform preparatory activities for paper mache making.

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

1. Prepare tools, materials and equipment	1.1 *Materials, tools and equipment* are selected based on the requirements of the project.
	 1.2 *Materials, tools and equipment* are organized based on the sequence of use.
	 1.3 *Tools and equipment* are checked for defects following manual.
	 1.4 *Corrective measures* are applied for defective tools and equipment.
	 1.5 *Protective gears* are worn according to Occupational Safety and Health Standards (OSHS).
	 1.6 Old newspaper is torn into different sizes based on the shape of the mould.
	 1.7 Paint brushes and painting materials are prepared according to work requirement.
		1.1 Project requirements
		 1.2 Cost and time estimation
		 1.3 Production time
		 1.4 Types of project
		    1.4.1 History of paper mache making
		    1.4.2 Contemporary paper mache use or application
		 1.5 Types of materials, tools and equipment
		 1.6 Selection of materials, tools and equipment
		 1.7 Procedures in organizing materials, tools and equipment
		 1.8 Defective tools and equipment
		 1.9 Application of corrective measures for defective tools and equipment
		 1.10 OSHS on preparation of tools, materials and equipment
			1.1 Assessing project requirements
			 1.2 Estimating project costs and production time
			 1.3 Selecting applicable tools
			 1.4 Organizing tools, materials and equipment
			 1.5 Checking for defective tools and equipment
			 1.6 Applying corrective measures
			 1.7 Applying safety measures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.11 Wearing of protective gears 1.12 Types of paper mache	
2. Source out tools, materials, and equipment	2.1 List of *tools, materials, and equipment* is prepared according to requirements of project. 2.2 Availability of papers is ensured based on project requirements. 2.3 Price of *tools, materials, and equipment* are canvassed based on established industry procedures. 2.4 *Materials, tools, and equipment* are purchased based on the project requirements.	2.1 Preparation of list of tools, materials and equipment 2.2 Estimation of required number of tools and quantity of materials 2.3 Procedures in canvassing for price of tools, materials and equipment 2.4 Procedures in purchasing materials, tools and equipment 2.5 3Rs	2.1 Preparing list of tools and materials 2.2 Estimating quantity of tools and materials 2.3 Canvassing for prices 2.4 Selecting quality tools and materials 2.5 Purchasing tools and materials 2.6 Ensuring availability of papers
3. Prepare workplace	3.1 Workplace is cleaned following 5S of Good Housekeeping. 3.2 Workplace is organized following accessibility of materials, tools and equipment. 3.3 Lights, ventilation and water are checked based on safety of workplace and product requirements. 3.4 Safety measures are applied following OSHS. 3.5 Irregularities in the workplace are reported following workplace procedure.	3.1 Procedures in Good Housekeeping 3.2 Procedures on organizing tools, materials and equipment in the workplace 3.3 Occupational Safety and Health Standards (OSHS) in preparing a workplace 3.4 Reporting procedure 3.5 Irregularities in the workplace	3.1 Cleaning workplace 3.2 Organizing workplace 3.3 Checking lights, ventilation and water 3.4 Applying safety measures 3.5 Preparing report

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Cook paste	4.1 ***Starch type*** is selected according to the size and quantity of project. 4.2 Mixture of water and starch is determined and dissolved using industry standard. 4.3 Dissolved starch is cooked and stirred continuously over low fire based on established industry practice. 4.4 ***Preservatives*** are added following established industry practice. 4.5 Pastes are transferred to container based on established industry practice. 4.6 Protective gears are worn according to Occupational Safety and Health Standards (OSHS).	4.1 Types of Starch 4.2 Procedures on preparing and cooking paste 4.3 Preservation of paste 4.4 OSHS 4.5 Ratio and proportion of water and starch	4.1 Selecting starch 4.2 Estimating ~~of~~ required amount of water, heat and paste 4.3 Cooking skill 4.4 Preserving the paste to extend its usage 4.5 Calculating the required amount of mixture of paste 4.6 Applying safety practices

RANGE OF VARIABLES

VARIABLE	RANGE

1. Materials	May include:
	1.1 Old newspaper
	1.2 Paste
	    1.2.1 Cornstarch glue (Gawgaw)
	    1.2.2 Rice flour (Galapong)
	    1.2.3 Cassava flour (Harina)
	1.3 Separator
	    1.3.1 Candle
	    1.3.2 Floor wax, colorless or natural
	1.4 Paper for finishing:
	    1.4.1 Craft paper
	    1.4.2 Newsprint
	1.5 Fine sand paper
	1.6 Acrylic paints
	1.7 Acrylic emulsion
	1.8 White latex paint
	1.9 Rags
	1.10 Preservatives
	    1.10.1 Alum (tawas)
	    1.10.1 Vinegar except apple cider
	1.11 First aid kit:
	    1.11.1 Alcohol
	    1.11.2 Band aid
	    1.11.3 Betadine
	    1.11.4 Cotton balls
	    1.11.5 Petrogel
	1.12 Hand soap

2. Tools	May include: 2.1 Cutter 2.2 Scissors 2.3 Mold (glossary: a mold can be formed from items such as balloons, foam cups or bowls, cardboard boxes and plastic eggs) 2.4 Pot 2.5 Wooden spatula 2.6 Paintbrush for priming 2.7 #6 flat paintbrush 2.8 Bristle paintbrush according to the size of paper mache for applying emulsion 2.9 #4 pointed paintbrush 2.10 Pail 2.11 Mixing plate 2.12 Container with lid for mixing colors
3. Equipment	May include: 3.1 Traditional oven (glossary: used during rainy season, oven not patented, fabricated)

VARIABLE	RANGE
	3.2 Stove 3.3 Working table with plastic cover 3.4 Chair 3.5 Hair dryer
4. Corrective measures	Includes: 4.1 Blade replacement 4.2 Minor troubleshooting 4.3 Minor repair
5. Protective Gear	May include: 5.1 Apron 5.2 Oven mitts 5.3 Face mask 5.4 Hair net
6. Type of Starch	May include: 6.1 Cornstarch (Gawgaw) 6.2 Rice flour (Galapong) 6.3 Cassava flour (Harina)
7. Preservatives	May include: 7.1 Alum (tawas) 7.2 Vinegar

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Prepared tools, materials, and equipment.
	1.1.1 Selected materials, tools and equipment.
	1.1.2 Organized materials, tools and equipment.
	1.1.3 Checked tools and equipment for defects.
	1.1.4 Applied corrective measures for defective tools and equipment.
	1.1.5 Worn protective gears.
	1.1.6 Torn old newspaper into different sizes.
	1.1.7 Prepared paint brushes and painting materials.
	1.2 Sourced out tools, materials, and equipment
	1.2.1 Prepared list of tools, materials, and equipment.
	1.2.2 Ensured availability of papers.
	1.2.3 Canvassed price of tools, materials, and equipment.
	1.2.4 Purchased materials, tools, and equipment.
	1.3 Prepared workplace
	1.3.1 Cleaned workplace.
	1.3.2 Checked lights, ventilation and water.
	1.3.3 Applied safety measures.
	1.3.4 Reported irregularities in the workplace.
	1.4 Cooked paste
	1.4.1 Selected starch type.
	1.4.2 Determined and dissolved mixture of water and starch.
	1.4.3 Cooked and stirred dissolved starch continuously over low fire.
	1.4.4 Added preservatives.
	1.4.5 Transferred pastes to container.
	1.4.6 Worn protective gears.
2. Resource Implications	The following resources MUST be provided:
	2.1 Tools, materials, and equipment in producing paper mache products
	2.2 Actual or simulated workplace
	2.3 Computer and projector
	2.4 PPE
3. Method of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with oral questioning
	3.2 Written Test/Examination
	3.3 Direct observation
4. Context of Assessment	4.1 Competency must be assessed on actual job or at the designated TESDA accredited Assessment Center

UNIT OF COMPETENCY   :   PRODUCE PAPER MACHE PRODUCTS

UNIT CODE   :   CRVXXXXXX

UNIT DESCRIPTOR   :   This unit describes the skills and knowledge required to produce paper mache products that are creative, culture – based, innovative, marketable and sustainable. 1pig (A4 size)

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

1. Perform first layering	1.1 *Separator* is applied on the mold to separate paper from it.
	1.2 Paste is applied on the torn paper in layers based on the size of the mold.
	1.3 Layered paper is pasted following overlapping method.
	1.4 Layered paper is pasted while applying adequate hand pressure on the mold based on the intricacy of the design.
	1.5 Safety practices are applied following Occupational Safety and Health Standards (OSHS).
	1.6 Pasted paper is *dried* according to size and thickness.
		1.1 Types of paper mache
		1.2 Safe operating procedures
		1.3 First aid measures
		1.4 Overlapping method
		1.5 Application of hand pressure
		1.6 Sun drying procedure
		   1.6.1 According to size
		   1.6.2 According to thickness
		1.7 Oven drying procedure
		1.8 Estimation of drying time
			1.1 Applying separator evenly and consistently
			1.2 Applying paste consistently to avoid wastage
			1.3 Calculating the quantity of paste to avoid wastage
			1.4 Determining the size of paper cut for work efficiency
			1.5 Feeling the mold form through the pasted paper
			1.6 Knowing the thickness of taka to determine the drying time
			1.7 Applying drying procedure
			1.8 Estimation skills

2. Perform final layering	2.1 Dried paper is cut to separate it from the mold based on the intricacy of the mold design. 2.2 Cut paper mache parts are joined together based on the required thickness of the paper mache.	2.1 Making paper mache with strict adherence to quality 2.2 Traditional/vertical cutting of dried paper into halves or more 2.3 Procedure in joining cut paper mache parts	2.1 Estimation skills 2.2 Traditional Cutting skills 2.3 Applying safety practices 2.4 Pasting final layers evenly and consistently 2.5 Smoothening paper mache

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Paper mache is **prepared** for finishing. 2.4 Safety practices are applied following OSHS.	2.4 Different craft papers 2.5 Texture of paper mache 2.6 Preparation of paper mache for finishing 2.7 OSHS 2.8 PPEs	

3. Perform finishing touches	3.1 White latex paint is applied as base primer for the brown-finished paper mache.
	3.2 Desired acrylic paint color is mixed according to the design and color wheel.
	3.3 Acrylic paints of different colors are applied and dried according to the design.
	3.4 Painted paper mache is top coated with acrylic emulsion to protect and give it glossy finish.
	3.5 Safety practices are applied following OSHS.
		3.1 Color wheel as guide for creating, using and combining colors
		3.2 Mixing of paint using ratio and proportion
		3.3 Economical use of paints to avoid wastage
		3.4 Awareness on the painting in the Philippine folk art tradition
		3.5 Safe and non-toxic paints
		3.6 Product preservation and protection to avoid unpainted paper mache products from being eaten by cockroaches and rats
		3.7 OSHS
		3.8 Attitude
		  3.8.1 Neat
		  3.8.2 Tidy
		  3.8.3 Organized
			3.1 Sanding skill
			3.2 Applying the right priming paint
			3.3 Painting skills
			3.4 Measuring and calculating skills in the use of paints
			3.5 Applying emulsion evenly and consistently
			3.6 Applying safety practices

4. Present prototype	4.1 Prototype is prepared following client's requirements.
	4.2 **Revisions** are documented following industry procedures.
	4.3 Prototype is revised
		4.1 Procedure in making prototype
		4.2 Presentation
		4.3 Documentation
		4.4 Attitude:
		  4.4.1 Neat
		  4.4.2 Tidy
		  4.4.3 Organized
		  4.4.4 Flexible
			4.1 Presenting prototype
			4.2 Following specifications and guidelines
			4.3 Communication skills
			4.4 Documentation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on the client's requirements. 4.4 Approval of prototype is sought for production. 4.5 Safety practices are applied following OSHS.		
5. Conduct quality control	5.1 Products are inspected according to the industry standards. 5.2 *Damage* is repaired based on the client's specifications. 5.3 Color is corrected based on the client's specifications. 5.4 Stacking is applied to ensure quality of product following industry practices. 5.5 *Packing method* is applied following established industry practice.	5.1 Inspection procedure 5.2 Product specification 5.3 Color profile 5.4 Product defects 5.5 Procedure in retouching product 5.6 Packing method 5.7 Procedure in stacking	5.1 Inspection skill 5.2 Detecting damages 5.3 Retouching products 5.4 Applying safety measures 5.5 Applying packing method
6. Perform post-activities	6.1 Workplace is restored following 5S of Good housekeeping. 6.2 Tools and equipment are maintained and stored following industry procedures. 6.3 Materials are stored following industry procedures. 6.4 Inventory of tools, materials and equipment are checked following established industry practice.	6.1 5S of Good housekeeping 6.2 Waste management 6.3 Maintenance and storing tools and equipment 6.4 Checking of inventory 6.5 Recording production 6.6 OSHS	6.1 Restoring workplace 6.2 Applying 5S of Good housekeeping 6.3 Maintaining and storing tools and equipment 6.4 Checking inventory 6.5 Recording production 6.6 Applying safety practices

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	6.5 Production is recorded based on workplace procedures. 6.6 Wastes are managed following waste management. 6.7 Safety practices are applied following OSHS.		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Separator	May include: 1.1 Floor wax, Natural or colorless 1.2 Floor wax, Red 1.3 Candle
2. Drying	May include: 2.1 Sun drying 2.2 Oven drying 2.3 Hair dryer
3. Preparation of paper mache for finishing	May include: 3.1 Covering of paper mache with two layers of brown craft paper or newsprint 3.2 Sun drying of paper mache 3.3 Smoothening paper mache by using sand paper.
4. Packing method	May include: 4.1 Bubble wrapping 4.3 Individual packing
5. Revisions in prototype	May include: 5.1 Color 5.2 Paper texture
6. Damage of paper mache	May include: 6.1 Dents 6.2 Cracks 6.3 Paint chip-off

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Performed first layering
	1.1.1 Applied separator on the mold.
	1.1.2 Applied paste on the torn paper in layers.
	1.1.3 Pasted layered paper.
	1.1.4 Pasted layered paper while applying adequate hand pressure on the mold.
	1.1.5 Applied safety practices.
	1.1.6 Dried pasted paper.
	1.2 Performed final layering
	1.2.1 Cut dried paper to separate it from the mold.
	1.2.2 Joined together cut paper mache parts.
	1.2.3 Prepared paper mache for finishing.
	1.2.4 Applied safety practices.
	1.3 Performed finishing touches
	1.3.1 Applied white latex paint as base primer for the brown-finished paper mache.
	1.3.2 Mixed desired acrylic paint color.
	1.3.3 Applied and dried acrylic paints of different colors.
	1.3.4 Top coated painted paper mache with acrylic emulsion.
	1.3.5 Applied safety practices.
	1.4 Presented prototype
	1.4.1 Prepared prototype.
	1.4.2 Documented revisions.
	1.4.3 Revised prototype.
	1.4.4 Sought approval of prototype for production.
	1.4.5 Applied safety practices.
	1.5 Conducted quality control
	1.5.1 Inspected products.
	1.5.2 Repaired damage.
	1.5.3 Corrected color.
	1.5.4 Applied stacking to ensure quality of product.
	1.5.5 Applied packing method.
	1.6 Performed post-activities
	1.6.1 Restored workplace.
	1.6.2 Maintained and stored tools and equipment.
	1.6.3 Stored materials.
	1.6.4 Checked inventory of tools, materials and equipment.
	1.6.5 Recorded production.

	1.6.6 Managed wastes. 1.6.7 Applied safety practices.
2. Resource Implications	The following resources should be provided: 2.1 Tools, materials, and equipment in producing paper mache products 2.2 Actual or simulated workplace 2.3 Computer and projector 2.4 PPE
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with oral questioning 3.2 Written Test/Examination 3.3 Direct observation
4. Context of Assessment	4.1 Competency must be assessed on actual job or at the designated TESDA accredited Assessment Center

UNIT OF COMPETENCY : **MARKET PAPER MACHE PRODUCTS**

UNIT CODE : **CRVXXXXXX**

UNIT DESCRIPTOR : This unit describes the skills and knowledge required to market paper mache products.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Pack finished product	1.1 ***Packing materials*** are selected based on the finished product. 1.2 Finished products are ***labeled*** based on industry standards. 1.3 Packing methods are applied based on finished product. 1.4 Packed finished products are stored following industry standards. 1.5 Safety practices are applied following OSHS.	1.1 Different packing materials 1.2 Labeling procedure 1.3 Packing methods 1.4 Storage of packed finished products 1.5 Product specifications, materials, process and history 1.6 OSHS	1.1 Selecting packing materials 1.2 Labeling finished products 1.3 Applying packing methods 1.4 Storing packed finished products 1.5 Applying safety practices
2. Promote product	2.1 Finished product are posted using social media. 2.2 ***Art related events*** are participated in. 2.3 Finished products are displayed in the studio/ store following industry practices. 2.4 Product is improved according to new design and market trends.	2.1 Promotion of product using social media 2.1.1 Online catalog design 2.2 Virtual merchandising 2.3 Art related events 2.4 New product trends 2.5 Different marketing and promotion methods	2.1 Utilizing finished product 2.2 Participating art related events 2.3 Improving product promotion 2.4 Applying different marketing and promotion methods 2.5 Knowing current trends 2.6 Applying visual merchandising
3. Market paper products	3.1 Potential clients are identified based on research. 3.2 Client's database is created following industry standards.	3.1 Different marketing and promotions 3.2 Communication and negotiating skills	3.1 Applying different marketing and promotion methods 3.2 Identifying the

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Proprietorship is legitimized following industry requirements. 3.4 Selling price of finished product is computed based on cost of production. 3.5 Marketing transaction is performed using negotiation skills. 3.6 Sales transaction is completed thru signed contract.	3.3 Intellectual property rights 3.4 Cost of marketing, packaging, and delivery 3.5 Preparation of contract	right market for the products 3.3 Identifying the right shops to tie – up with 3.4 Knowing how to communicate with other artisans 3.5 Computing cost of marketing, packaging, and delivery 3.6 Preparing a contract for signing 3.7 Closing deal

RANGE OF VARIABLES

VARIABLE	RANGE

1. Packing materials	May include:
	1.1 Box
	1.2 Plastics
	    1.2.1 Bubble wrap
	    1.2.2 Cling wrap
	1.3 Crumpled papers
	1.4 Tapes
	    1.4.1 Masking tape
	    1.4.2 Clear tape
	    1.4.3 Packaging tape

2. Labeling of finished product	May include:
	2.1 Product specification
	2.2 Materials
	2.3 Process
	2.4 Literature
	    2.4.1 Product information
	    2.4.2 Sales pitch

3. Art related events	Art related events refers to: 3.1 Flea market 3.2 Trade fairs 3.3 Festivals 3.4 Exhibitions 3.5 Market day

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Packed finished product
	    1.1.1 Selected packing materials.
	    1.1.2 Labeled finished products.
	    1.1.3 Applied packing methods.
	    1.1.4 Stored packed finished products.
	    1.1.5 Applied safety practices.
	
	1.2 Promoted product
	    1.2.1 Posted finished product using social media.
	    1.2.2 Participated art related events.
	    1.2.3 Displayed finished products in the studio/ store.
	
	1.3 Market paper products
	    1.3.1 Identified potential clients.
	    1.3.2 Created client's database.
	    1.3.3 Legitimized proprietorship.
	    1.3.4 Computed selling price of finished product.
	    1.3.5 Performed marketing transaction.
	    1.3.6 Completed sales transaction.

2. Resource Implications	The following resources should be provided: 2.1 Tools, materials, and equipment in producing paper mache products 2.2 Simulated workplace 2.3 Computer and projector
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with oral questioning 3.2 Written Test/Examination 3.3 Direct observation
4. Context of Assessment	4.1 Competency must be assessed on actual job or at the designated TESDA accredited Assessment Center

SECTION 3: TRAINING ARRANGEMENTS

TRAINEE ENTRY REQUIREMENTS

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

- Able to read and write;
- Able to communicate, verbal or non-verbal; and
- Basic arithmetic skills

TRAINERS' QUALIFICATIONS

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

1. Must be   TESDA recognized Cultural Master as endorsed by NCCA

OR

2. Must have the following:

- Any individual trained and certified by TESDA recognized Cultural Master;

- Holder of certificate on any trainers training and;

- Must have at least two (2) years industry experience* within the last ten (10) years on any areas relevant to paper mache making

Note: Consider iWER guidelines (apprenticeship) in converting training/seminar to industry experiences

LIST OF TOOLS, EQUIPMENT AND MATERIALS

Paper Mache Making Level II

Recommended list of tools, equipment and materials for the training of 25 trainees for Paper Mache Making Level II

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives.

A. School equipment, tools and materials
1-unit Digital light projection
1-unit Computer System
1 White board
1 set White board marker and eraser

1-unit Audio system
References
- o Books
- o Charts
- o Slides
- o Manuals
- o Codes and regulations

TOOLS	
QTY	DESCRIPTION
26pcs	Cutter, heavy duty
2 packs	Blades for cutter, 6pcs/pack
6 pcs	Scissors, heavy duty
6 units	Mold, wood, (BxWxH) 12" x 8" x 8"
	Boiling utensils:
1 pc	Pot, stainless, 6L capacity
2 pcs	Spatula, wooden, 18"
2 pcs	Soup ladle, stainless, large size
26 pcs	Paintbrush, #6 flat
26 pcs	Paintbrush, #6 bristle
26 pcs	Paintbrush, #4 pointed
26 pcs	Paintbrush, 2" for priming
6 pcs	Pail, plastic, 8L capacity
6 pcs	Container, plastic, 4L capacity
26 pcs	Mixing plate, plastic, small
100 pcs	Container with lid, small, disposable
100 pcs	Spoon, plastic
3 packs	Popsicle stick, natural color, 100 sticks/pack
2 pcs	Ticket puncher

EQUIPMENT	
QTY	DESCRIPTION
1 unit	Traditional oven
1 unit	Gas stove with tank, single burner
2 pcs	Hair dryer, big
1 unit	Racks, heavy duty shelf steel metal storage rack with 5-level adjustable shelves 72" x 48" x 24" (HxWxDeep) (for storage of paints, paint containers, paintbrushes, acrylic emulsion, popsicle sticks, plastic spoons, rags, newspapers, craft paper and newsprint)
2 units	Rack, metal, rust resistant, detachable, 6 tier, 2ft 6" wide x 1ft on the side x 4-6ft high (for finished paper mache)
4 unit	Table, formica top, working table 35" x 72" x 24" (HxWxDeep)
1 unit	Table, demo for the trainor, 2ft wide x 4ft long x 28" high
26 pcs	Chair, classic monoblock

MATERIALS	
QTY	**DESCRIPTION**
10K	Old newspaper
5 K	Cornstarch
1 ½ K	Rice flour
1 ½ K	Cassava flour
25 pcs	Candle, small
450 g	Floor wax, colorless, in can
180 g	Floor wax, red, in a box
1 roll	Craft paper, jumbo roll, 30" x 1,200" (100ft)
10 Kg	Newsprint, paper from old newspaper preferably classified ads page
25 pcs	Sand paper, fine, 800 grade
3 L	Acrylic paint, latex white, flat
0.5 L	Acrylic paint, black
1 L	Acrylic paint, red
1 L	Acrylic paint, yellow
1 L	Acrylic paint, blue
2 L	Acrylic emulsion
60 pcs	Rags, any color
½ K	Alum (tawas)
2 bot.	Vinegar, 385ml/bot.
26 pcs	Apron, whole body, cloth or plastic
26 pairs	Oven mitts
1 kit	First aid kit: -Alcohol, 70% solution, isopropyl, 60ml/bot., 1bot. -Band aid, 1box -Betadine, 60ml/bot., 1bot. -Cotton balls, 1pack -Petrogel, 60ml
220 ml	Hand soap, liquid
6 pcs	Bubble wrap, 1meter x 1meter
1 roll	Cling wrap, 1ft wide x 100m long, Bisphenol A (BPA)-free
1 roll	Plastic cover, gauge 6, 4ft. wide x 10m
8 pcs	Boxes, corrugated, brown, 13" x 8 ½" x 8 ½"
2 rolls	Masking tape, 1"
2 rolls	Clear tape, 1"
2 rolls	Packaging tape, (size)
6 sheets	Paper, sticker, A4 size, peel off ready
2 packs	Board paper for labeling, A4 size, 12pcs/pack
1 roll	Elastic thread, 5m
26 pcs	Hair net
2 pcs	Record book, 100 pages
	PPEs:
26 pcs	Face mask

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